

Overall Curriculum Goals					
<ul style="list-style-type: none"> Focus on theory of GCSE Drama ensuring in depth knowledge in relation to Component 1 - set text and live theatre performance. Written skills reflection activities to improve exam technique. Component 3 reflection and analysis. Component 3 – Scripted performance – exploration of a range of texts, applying practitioner techniques to create engaging performances to be performed to an external examiner. Creation of believable characters, honing stage craft and performance skills showing deeper understanding of Drama skills and techniques. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Component 2 – Devising</u> Students completed the practical element of component 2 in the summer term. The focus for students is not to write in detail about the creative process undertaken to achieve each of their performances. Students will watch their work back and analyse and evaluate their performance regarding key moments, linking to specific practitioners, styles of theatre and creative intentions. This will be documented in their Devising Logs which will be submitted to the exam board along with their practical performances.	<u>Component 3 - Texts In Practice</u> Students will continue to develop their chosen extracts for performance to an external examiner. Students must create convincing characters applying specific acting techniques to their work to demonstrate their knowledge and understanding of acting, staging and characterisation.	<u>Set Text/ Live Theatre</u> Students continue to develop their understanding of the set text 'Blood Brothers' by Willy Russell for section B of the Component 1 written exam. Students continue to analyse and evaluate the piece of live theatre. Focussing on theatrical elements and how successfully meaning was communicated to the audience. linking to section C of the written exam. Time will be spent looking at past GCSE exam papers and developing exam writing technique. Exam conditions will be replicated to help students get used to writing with time restrictions and feedback will be given to help individuals improve specific areas of their technique.	<u>Set Text/ Live Theatre</u> Students continue to develop their understanding of the set text 'Blood Brothers' by Willy Russell for section B of the Component 1 written exam. Students continue to analyse and evaluate the piece of live theatre. Focussing on theatrical elements and how successfully meaning was communicated to the audience. linking to section C of the written exam. Time will be spent looking at past GCSE exam papers and developing exam writing technique. Exam conditions will be replicated to help students get used to writing with time restrictions and feedback will be given to help individuals improve specific areas of their technique.	<u>Set Text/ Live Theatre</u> Students continue to develop their understanding of the set text 'Blood Brothers' by Willy Russell for section B of the Component 1 written exam. Students continue to analyse and evaluate the piece of live theatre. Focussing on theatrical elements and how successfully meaning was communicated to the audience. linking to section C of the written exam. Time will be spent looking at past GCSE exam papers and developing exam writing technique. Exam conditions will be replicated to help students get used to writing with time restrictions and feedback will be given to help individuals improve specific areas of their technique.	<u>Component 1 Written Exam</u>
<p>The department uses a '<i>spaced learning approach</i>' meaning that two lessons per fortnight focuses on Component 3 - Texts In Practice.</p> <p>Students will be presented with a range of play texts to study for their component 3 practical performances.</p> <p>Students must choose two extracts from one play to stage and perform to an external examiner.</p>	<p>Set Text/ Live Theatre</p> <p>Students continue to develop their understanding of the set text 'Blood Brothers' by Willy Russell for section B of the Component 1 written exam.</p> <p>Students begin to analyse and evaluate the piece of live theatre. Focussing on theatrical elements and how successfully meaning was communicated to the audience. linking to section C of the written exam.</p>				
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<ul style="list-style-type: none"> Stimulus Devising process Mask theatre Forum Theatre Rehearsal techniques Physical Theatre Improvisation Practitioner style/ influence 	<ul style="list-style-type: none"> Use of vocal & physical skills Playwright's intentions Practitioner techniques Inner monologue/ sub-text Staging/ blocking Emotion Memory Characterisation Actioning 	<ul style="list-style-type: none"> Playwright's intentions Genre Style Themes Character Context – Social/Historical Costume Lighting 	<ul style="list-style-type: none"> Playwright's intentions Genre Style Themes Character Context – Social/Historical Costume Lighting 	<ul style="list-style-type: none"> Playwright's intentions Genre Style Themes Character Context – Social/Historical Costume Lighting 	
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