

Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<p><b>Component 1: Devising Drama</b>  <i>This unit of work revisits the devising process, which students have experienced at KS3, and formalises this ahead of GCSE study.</i>  <i>Students are guided to consider aspects of acting, staging and writing, which underpin the realisation of artistic intentions.</i></p> <ul style="list-style-type: none"> <li>• Introduction to the GCSE course and formal study of Drama</li> <li>• Response to stimulus</li> <li>• Stock characters</li> <li>• Symbolism</li> <li>• Characterisation</li> <li>• Flashback</li> <li>• Cross-cutting</li> <li>• Writing in a role</li> <li>• Performance – various devised pieces</li> </ul>	<p><b>Component 1: Devising Drama</b>  <i>Building on the previous half-term, students are formally assessed on one final devised piece, which they then write a formal evaluation of in the style of the portfolio they will submit in Year 11.</i></p> <ul style="list-style-type: none"> <li>• Response to a stimulus</li> <li>• Working with a script</li> <li>• Staging</li> <li>• Proxemics</li> <li>• Performance – group piece devised from a given stimulus</li> </ul>	<p><b>Component 2: Presenting and Performing Texts</b>  <b>Component 3: Performance and Response – Section A (<i>Blood Brothers</i>)</b>  <i>This unit combines two components by using the set text from the examination – ‘Blood Brothers’ – as a practice piece for presenting and performing a text, making sure students are familiar with the set text whilst honing their performance skills. Students use their knowledge of the playwright’s artistic intentions to interpret the play.</i></p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Characterisation</li> <li>• Plot</li> <li>• Lighting, staging, sound</li> <li>• Context</li> </ul>	<p><b>Component 2: Presenting and Performing Texts</b>  <i>Students continue to read the set text and apply their interpretations of it to develop a performance piece.</i></p> <ul style="list-style-type: none"> <li>• Response to stimulus</li> <li>• Sound and music</li> <li>• Proxemics</li> <li>• Positioning</li> <li>• Dramatic impact</li> <li>• Performance – monologues, duologues, group pieces</li> </ul>	<p><b>Component 3: Performance and Response – Section A (<i>Blood Brothers</i>)</b>  <i>This unit now develops the formal essay skills required for success in the examination component of GCSE Drama. Students apply their knowledge of reading and performing the set text to write analytically and evaluatively, which is formally assessed in the Year 10 mock examination.</i></p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Characterisation</li> <li>• Plot</li> <li>• Dramatic impact</li> <li>• Portrayals and interpretations</li> <li>• Dramatic techniques</li> <li>• Lighting, staging, sound</li> </ul>	<p><b>Component 3: Performance and Response – Section B (Analysing and evaluating the work of others)</b>  <i>To complete their foundation for GCSE study, students watch performances through film and theatre, as well as their own pieces, analysing how these communicate ideas and meanings to an audience.</i></p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Costume</li> <li>• Dramatic Impact</li> <li>• Sound</li> <li>• Lighting</li> <li>• Characterisation</li> <li>• Performance</li> </ul>
Skills	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Research and development</li> <li>• Writing a script</li> <li>• Creating an artistic intention</li> <li>• Evaluation and writing evaluatively</li> </ul> <p>Other Skills:</p> <ul style="list-style-type: none"> <li>• Thought tracking</li> <li>• Mime</li> <li>• Improvisation</li> <li>• Positioning</li> <li>• Body language</li> <li>• Vocal skills</li> <li>• Hot seating</li> <li>• Freeze Frame</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Creating an artistic intention</li> <li>• Evaluation and writing evaluatively</li> </ul> <p>Other Skills:</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Research and development</li> <li>• Body language</li> <li>• Gait and gesture</li> <li>• Vocal skills</li> <li>• Space</li> <li>• Levels</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Performing using a range of dramatic techniques</li> <li>• Analysing how a writer achieves their artistic intention</li> </ul> <p>Other Skills:</p> <ul style="list-style-type: none"> <li>• Thought tracking</li> <li>• Improvisation</li> <li>• Positioning</li> <li>• Body language</li> <li>• Hot seating</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Analysing stagecraft and characterisation</li> <li>• Evaluating effects</li> </ul> <p>Other Skills:</p> <ul style="list-style-type: none"> <li>• Thought tracking</li> <li>• Hot seating</li> <li>• Fourth wall</li> <li>• Role-on-the-wall</li> <li>• Body language</li> <li>• Gait and gesture</li> <li>• Vocal skills</li> <li>• Space</li> <li>• Levels</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Analysing stagecraft and characterisation</li> <li>• Evaluating effects</li> <li>• Writing concisely and accurately</li> </ul> <p>Other Skills:</p> <ul style="list-style-type: none"> <li>• Recalling textual details (Educake would be useful for this)</li> <li>• Recalling dramatic techniques and conventions</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Analysing an artistic intention</li> <li>• Analysing film and theatre</li> <li>• Evaluation and writing evaluatively</li> </ul> <p>Other Skills:</p> <ul style="list-style-type: none"> <li>• Notetaking</li> <li>• Proxemics</li> <li>• Positioning</li> <li>• Directorial decisions</li> </ul>
Independent Learning Link	<a href="#">GCSE Specification</a> <a href="#">BBC Bitesize - Devising</a>	<a href="#">BBC Bitesize – Physical skills</a> <a href="#">Devising based on ‘Jane Eyre’ – The National Theatre</a>	<a href="#">‘Blood Brothers’ revision booklet</a>	<a href="#">‘Blood Brothers’ film</a>	<a href="#">OCR exemplar responses</a> <a href="#">OCR exemplar responses and commentary</a>	<a href="#">BBC Bitesize – live theatre evaluation</a>

Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<b>Component 1: Devising Drama</b> <i>This unit of work builds on the devising work in Year 10 ahead of the formal examination. Students choose a stimulus piece and devise a piece of drama, keeping a log of their activities.</i> <i>Students are guided to use their knowledge of dramatic skills to form and then realise an artistic intention, which is recorded in their portfolio.</i> <ul style="list-style-type: none"> <li>• Response to stimulus</li> <li>• Stock characters</li> <li>• Symbolism</li> <li>• Characterisation</li> <li>• Flashback</li> <li>• Cross-cutting</li> <li>• Writing in a role</li> <li>• Performance – various devised pieces</li> </ul>	<b>Component 1: Devising Drama – formally assessed piece</b> <i>Students are formally assessed by a visiting examiner on their devised pieces and submit their portfolios.</i>  <i>Once this is complete, students will have a few weeks covering Component 3: Performance and Response – Section A (Blood Brothers) ahead of the January mock examination</i> <ul style="list-style-type: none"> <li>• Response to a stimulus</li> <li>• Working with a script</li> <li>• Staging</li> <li>• Proxemics</li> <li>• Performance – group piece devised from a given stimulus</li> </ul>	<b>Component 2: Presenting and Performing Texts</b> <i>With guidance and input from their teacher, students practise a performance of a monologue, considering both the writer's artistic intentions and their own.</i> <ul style="list-style-type: none"> <li>• Working with a script</li> <li>• Staging</li> <li>• Proxemics</li> <li>• Performance - monologue</li> </ul>	<b>Component 2: Presenting and Performing Texts - formally assessed piece</b> <i>Students are formally assessed and recorded performing their monologues.</i>  <i>Once this is complete, students prepare for the final written examination component of the GCSE course.</i> <ul style="list-style-type: none"> <li>• Working with a script</li> <li>• Staging</li> <li>• Proxemics</li> <li>• Performance – monologue</li> </ul>	<b>Component 3: Performance and Response – Section A (Blood Brothers) and Section B</b> <i>(Analysing and evaluating the work of others) – final examination preparation</i> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Characterisation</li> <li>• Plot</li> <li>• Lighting, staging, sound</li> <li>• Context</li> <li>• Directorial decisions</li> </ul>	
Skills	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Research and development</li> <li>• Writing a script</li> <li>• Creating an artistic intention</li> <li>• Evaluation and writing evaluatively</li> </ul> <b>Other Skills:</b> <ul style="list-style-type: none"> <li>• Thought tracking</li> <li>• Mime</li> <li>• Improvisation</li> <li>• Positioning</li> <li>• Body language</li> <li>• Vocal skills</li> <li>• Hot seating</li> <li>• Freeze Frame</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Creating an artistic intention</li> <li>• Evaluation and writing evaluatively</li> </ul> <b>Other Skills:</b> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Research and development</li> <li>• Body language</li> <li>• Gait and gesture</li> <li>• Vocal skills</li> <li>• Space</li> <li>• Levels</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Creating an artistic intention</li> <li>• Body language</li> <li>• Vocal skills</li> <li>• Positioning</li> </ul> <b>Other Skills:</b> <ul style="list-style-type: none"> <li>• Thought tracking</li> <li>• Research and development</li> <li>• Space</li> <li>• Levels</li> <li>• Gait and gesture</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Performing using a range of dramatic techniques</li> <li>• Evaluating effects</li> <li>• Writing concisely and accurately</li> </ul> <b>Other Skills:</b> <ul style="list-style-type: none"> <li>• Freeze frames</li> <li>• Learning lines</li> <li>• Hot-seating</li> <li>• Characterisation</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Analysing how a writer achieves their artistic intention</li> <li>• Analysing stagecraft and characterisation</li> <li>• Evaluating effects</li> <li>• Writing concisely and accurately</li> </ul> <b>Other Skills:</b> <ul style="list-style-type: none"> <li>• Recalling textual details (Educake would be useful for this)</li> <li>• Recalling dramatic techniques and conventions</li> </ul>	
Independent Learning Link	<a href="#">GCSE Specification</a>  <a href="#">BBC Bitesize - Devising</a>	<a href="#">BBC Bitesize – Physical skills</a>  <a href="#">How to Develop a Devised Performance</a>	<a href="#">BBC Bitesize – Vocal interpretation of a character</a>	<a href="#">Oak Academy – posture, gesture and voice in performance</a>	<a href="#">BBC Bitesize – how to answer questions on a set text</a>  <a href="#">Oak Academy videos on thinking like a critic</a>	