





The curriculum for this stage of students' education has been designed to engage and encourage students to become confident performers and designers with the skills they need for a bright and successful future. We've built in as much opportunity as possible for students to do what they like best – participate in performance. All students devise drama. All students explore texts practically and work on two text-based performances. Students can choose to develop as a: performer; designer (lighting, sound, set, costume, puppets) or both. Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

<p>HALF TERM 1 STUDENTS MUST KNOW: <u>Introduction to Drama Component 1, Section A</u></p> <ul style="list-style-type: none"> Section A: multiple choice (4 marks) All questions based on roles and responsibilities within the performing arts. <p>HOW THIS WILL BE ASSESSED: Written exam: 1 hour and 45 minutes</p> <ul style="list-style-type: none"> Open book 80 marks 40% of GCSE 	<p>HALF TERM 2 STUDENTS MUST KNOW: <u>Component 1, Section B: Set Play</u></p> <ul style="list-style-type: none"> Section B: four questions on a given extract from the set play chosen (44 marks) <p>Students will explore the set text 'Blood Brothers'.</p> <p>HOW THIS WILL BE ASSESSED: Written exam: 1 hour and 45 minutes</p> <ul style="list-style-type: none"> Open book 80 marks 40% of GCSE 	<p>HALF TERM 3 STUDENTS MUST KNOW: <u>Component 1, Section C: Live Theatre Performance. Performance and design skills</u></p> <ul style="list-style-type: none"> Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks) <p>Students will watch a piece of theatre and evaluate it looking at either performance or technical elements.</p> <p>HOW THIS WILL BE ASSESSED: Written exam: 1 hour and 45 minutes</p> <ul style="list-style-type: none"> Open book 80 marks 40% of GCSE
<p>HALF TERM 4 STUDENTS MUST KNOW: <u>Component 3: Performance skills and mock shared performance</u></p> <ul style="list-style-type: none"> Performance of two extracts from one play (students may contribute as performer or designer) <p>Free choice of play but it must contrast with the set play chosen for Component 1</p> <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> Performance of Extract 1 (20 marks) and Extract 2 (20 marks) 40 marks in total 20% of GCSE 	<p>HALF TERM 5 STUDENTS MUST KNOW: <u>Component 2: Devising skills</u></p> <ul style="list-style-type: none"> Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> Devising log (60 marks) Devised performance (20 marks) 80 marks in total 40% of GCSE 	<p>HALF TERM 6 STUDENTS MUST KNOW: <u>Component 2: Devising research and development</u></p> <ul style="list-style-type: none"> Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> Devising log (60 marks) Devised performance (20 marks) 80 marks in total 40% of GCSE



Embedding this knowledge can be supported at home by regularly updating a journal/log detailing what was achieved in rehearsals. Watching different examples of plays at home and evaluating key aspects such as the performances and the technical elements. Ensure research is being undertaken at home into their chosen devised stimulus.