## Drama GCSE (Year 10)



(Dates can vary according **EOY** to 2<sup>nd</sup> date of theatre **Assessment** Catholic Social Teaching in Drama visit) Drama brings contemplation, debate, empathy as well as an **Point** appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the **HT6:** <u>Key</u> beauty we experience in all of God's creation. Dignity, solidarity, **Disciplinary** the common good, the option for the poor, peace, creation and **Overarching HT5:** environment and the dignity of work and participation are all knowledge promoted within Drama lessons at St James' and are unit Intent: **Assessment Overarching** Historical emphasis underpinned by the school's core values: Family, Faith and **WALLS AND** Excellence. **Point:** unit Intent: in stylised **PORTFOLIO** performance **Summative or MARRIAGE EXAMINATIO** • Are pupils able to **KNOWLEDGE** AFL explore the role of Essence machine women in the 1950s • Are pupils able to HT3 and HT4 in comparison to **HT4:** examine Thought tracking modern day psychological and Key Use of language Overarching **HT3:** women? physiological roles in disciplinary Are pupils able to society and create an Role-play unit Intent: **Assessment Overarching** knowledge understand and extended drama Soundscape **AN INSPECTOR** explore literature improvisation? unit Historical context **CALLS &** Conscience alley **Point:** and pictures in an Are pupils able to and political Intent: empathetic create roles that THEATRE VISIT awareness Hot-seating AN manner, leading to support **Summative or**  Refinement of Are pupils their own stylised communication of scripted **INSPECT ASSESSMENT** confident with the performance? creative intent to the performance skills **AFL** exam structure **OR CALLS** Written portfolio audience? Realisation of and able to show · Are pupils able to Culture Are pupils able to live theatre Teacher assessed HT1 and HT2 **HT2:** written evaluation understand the Emotional secure a balanced techniques and marked and analysis context of the play **Key** and physical analysis and within their exam throughout each and Priestley's abuse disciplinary evaluate their answers? component political views? **Key concepts**  Female and personal knowledge Are pupils able to • Are they able to male Practical work contribution to the Evaluation skills demonstrate a Structure of syllabus perform extracts stereotypes creation, assessed vocally and Reasoned argument comprehensive and and comment in Control and components development and Social comment in written format by balanced relation to roles as a within required: refinement Controlled teacher and pupils knowledge of the performer, director marriage processes? Use of specific performance chosen element in and designer of the Understanding of Drama language relation to the **Careers** set text? Culture which will be genre historical context? • Female roles Are they able to Geographical Characterization transferred to within Careers develop awareness and historical **CHOICE OF** of understanding Component 3 and understanding walls Role and context **SCRIPT WORK** of the roles and • Emotional and **Teacher Assessment**  Are pupils able to Exam practice in process physical walls show an effective line with marking undertaken in **Pupil Assessment** contribution assessment **Careers** contemporary Refinement of understanding in Teacher and pupil Solicitor professional

relation to genre

Are pupils able to

and style?

Theatre practice?

Culture

written feedback in

line with GCSE

boundaries.

Group work

performance skills

which show clear

understanding of text

HT1:	Overarching unit	Written evaluative	<ul> <li>Political climate</li> </ul>	illustrate technical		
1114.	Intent:	skills which analyse	of 1900s	control over		
Overarching		the development of	<ul> <li>Social issues of</li> </ul>	physical gestures?		
_	<u>BLOOD</u>	creating	Edwardian	C		
<u>unit</u> <u>Intent:</u>	<u>BROTHERS</u>	improvisation	culture	<u>Careers</u>		
<b>DEVISING</b>	Are pupils able to	Opportunity to	Caraars	Lighting Engineer     Continue Designer		
Are pupils able to	explore and	demonstrate skills to	<u>Careers</u>	Costume Designer		
evaluate and show	evaluate the text	wider audience	<ul><li>Presentation Skills</li><li>Police Detective</li></ul>	Politician		
a personal	in its realisation	school play/	Police Detective			
contribution to the	according to	Christmas Showcase				
creation	staging, costume,	Assessment in				
development and	set, lighting,	written exam				
refinement	sound and props?	practice and				
process?	<ul> <li>Are they able to realise and</li> </ul>	practical work				
<ul> <li>Are pupils able to present refinement</li> </ul>	analyse exam	within lesson				
of ideas that	structure and	according to GCSE				
communicate	initial techniques	boundaries- both				
meaning?	required?	Teachers mark.				
Are pupils able to	Are they able to					
show individual	show appreciation					
performances	for a live					
which	professional					
demonstrates an	theatre					
ability to apply	performance?					
characterisation	<u>Careers</u>					
and	Researcher					
understanding of theatrical	Director					
conventions?	Group Work					
conventions:						
<u>Careers</u>						
<ul> <li>Presentation skills</li> </ul>						
Script writer						

With God all things are possible Matthew 19:26