

Drama GCSE (Year 11)

<p>Catholic Social Teaching in Drama Drama brings contemplation, debate, empathy as well as an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we experience in all of God's creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Drama lessons at St James' and are underpinned by the school's core values: Family, Faith and Excellence.</p>		<p>(Dates can vary according to date of possible theatre visit)</p>				
<p>HT1:</p> <p>Overarching unit Intent: 'Time' / 'Madness' (can be interchangeable with other topics)</p> <ul style="list-style-type: none"> • Are pupils able to explore 'TIME' through literature and create a short individual and group-based vocal and physical skills? • Are pupils able to explore factual material, literature, media and the internet for inspiration? <p>Culture</p> <ul style="list-style-type: none"> • Treatment of the older generation in society. <p>Careers</p>	<p>Overarching unit Intent: COMPONENT 1</p> <ul style="list-style-type: none"> • Are pupils, using this stimulus, able to transfer these skills and research topics suitable for presentation? • Are pupils able to illustrate a comprehensive fully balanced and considered analysis evaluate group performance within their portfolio? • Are pupils able to demonstrate a confident and accomplished use of Drama terminology. <p>Careers</p> <ul style="list-style-type: none"> • Researcher 	<p>Assessment Point: Summative or AFL</p> <p>HT1 and HT2 Key disciplinary knowledge</p> <p>Refinement of performance skills Written evaluative and reflective development skills Revision techniques</p> <p>Familiarisation of pupils to exam structure</p> <p>ASSESSMENT</p> <p>Performance for component 1 filmed/ teacher marked and sent to GCSE board Mock examination on Theatre Makers in Practice- Teacher assessed</p>	<p>HT3:</p> <p>Overarching unit Intent: COMPONENT 2: SCRIPTED PERFORMANCE</p> <p>E</p> <ul style="list-style-type: none"> • Are pupils able to learn and work towards a developed, thoughtful performance which demonstrates energy and ease? • Are pupils able to learn and demonstrate comprehensive characterization with confidence and commitment? • Are pupils able to refine evaluative and analysis skills to enhance their portfolio? <p>Careers</p> <ul style="list-style-type: none"> • Teacher • Choreographer • Director 	<p>HT4:</p> <p>Overarching unit Intent: Component 2</p> <ul style="list-style-type: none"> • Are pupils able to show technical control in the use of physical techniques: <ul style="list-style-type: none"> – Gestures – Facial expressions – Stillness – Stance – Contrast – Use of space and spatial awareness • Are pupils able to develop an assured rapport with the audience? • Are pupils able to demonstrate an understanding of control in relation to style, genre and theatrical convention? <p>Careers</p> <ul style="list-style-type: none"> • Presentation skills • Communication skills 	<p>Assessment Point: Summative or AFL</p> <p>HT3 and HT4 Key disciplinary knowledge</p> <p>Interpretation of script</p> <p>Key concepts</p> <p>Vocal and physical skills Character & communication Style and Genre</p> <p>Assessment</p> <p>Submission of portfolio which is teacher assessed Examination of scripted performance by visiting examiner.</p>	

<ul style="list-style-type: none">• Communication Skills• Nurse• Carer	<ul style="list-style-type: none">• Scriptwriter• Sound engineer					
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