



PLUME ACADEMY - LEARNING OVERVIEW

Year	11
Subject	Drama
Examining Board	Eduqas
End of course assessment and weightings	<p>Component 1: Devising Theatre Non-exam assessment: internally assessed, externally moderated 40% of qualification</p> <p>Component 2: Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification</p> <p>Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification</p>

Prior Learning

The GCSE Drama course building on existing knowledge and understanding of key theatre practitioners, companies and genres. Throughout KS3 students have explored scripted text, design elements within theatre, job roles and responsibilities, devising theatre and the process of responding to and evaluating theatre, all of which are essential at GCSE level. Year 10 students will complete a mock assessment in all areas of the course to challenge their existing knowledge and understanding and prepare them for their final year on the course.

Concepts:

- To interpret distinct theatre styles and genres (Physical Theatre, Brechtian theatre, Theatre in Education, Berkoffian Theatre and Musical Theatre).
- To interpret a key text (DNA by Dennis Kelly)
- To respond to a given stimulus and demonstrate the ability to utilise the specific techniques of a practitioner or genre.

Substantive knowledge:

- To demonstrate a clear understanding of the differences between performance skills and dramatic techniques able to define them in class discussions and implement appropriately chosen techniques into a performance.
- To consider the social and cultural influences on the play DNA by Dennis Kelly and use this understanding to choices discussed in exam style questions.
- Consider the relationships between characters and between actor and audience and use this to inform choices in practical work and written exam questions.



Disciplinary Knowledge:

- Rehearsing – development and collaboration
- Teacher led workshops and exercises
- Performing
- Receiving feedback (teacher/peer and self)
- Reflecting and evaluating
- Responding to feedback and developing work

Curriculum Intent – What are the curriculum aims?

The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge.

- The curriculum develops pupils’ knowledge, skills and abilities to enable them to apply what they know, and what they can do, with increasing fluency and independence.
- Students have the opportunity to develop their performance skills and understanding of how to apply dramatic techniques in a performance. Students explore and revisit skills and techniques from KS3-through to KS5 and the focus in GCSE becomes how effectively and fluently these skills and techniques are executed in performances.
- Students explore a range of genres, practitioners and theatre companies to influence their practical work – both devised and scripted.
- Through rehearsal, students develop their practical skills and abilities in both devised and scripted work and develop an understanding of how meaning can be communicated through theatrical choices made on stage.
- Students have an opportunity to explore and develop a greater understanding and appreciation of the role of a director, designer and actor.

Curriculum Implementation – What my child will be learning?

A lesson per fortnight is dedicated to the theory element of drama, ensuring students are developing their knowledge and understanding of how theatre is created and communicated on stage. Students will explore the role of an actor, director and designer and develop their drama vocabulary so that they can analyse and evaluate their work and the work of others.

Term 1	Half Term 1	<p>Devising theatre</p> <p>Students to complete their formal devised practical exam –worth 10% of their final GCSE.</p> <p>Theory focus: Component 1 – Portfolio of Evidence and Evaluations.</p>
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		Students will complete their final Portfolio of Evidence and Evaluation, worth a total of 30% of their final GCSE.
	Half Term 2	<p style="text-align: center;">Component 2</p> <p>Students will work in groups to produce a performance of a script extract. This will be performed to a visiting examiner in Half term 3. Students will have the opportunity to perform a script of their choosing, which compliments their interests and showcases skillset.</p> <p style="text-align: center;">Theory focus: Component 3, Section B - Theatre Review</p>
Term 2	Half Term 3	<p style="text-align: center;">Performing from a Text Exam</p> <p>Students will continue rehearsing and will perform their final Component 2 practical exam – worth 20% of their final GCSE.</p> <p style="text-align: center;">Theory focus: Component 3 – Section A</p> <p>Recapping the role of an actor, designer and director and key terminology.</p> <ul style="list-style-type: none"> - Staging types and stage directions - The 15 mark answers
	Half Term 4	<p style="text-align: center;">Component 3</p> <p>Revision for the component 3 written exam and practice questions.</p>
Term 3	Half Term 5	<p style="text-align: center;">Component 3</p> <p>Students will complete their Component 3 written exam</p>

Curriculum Impact – How will progress be assessed?

Students will complete numerous assessments, in all areas of the course to monitor progress and ensure students have a clear understanding of the requirements of the course.

Students will receive verbal feedback weekly, during the collaborative rehearsal process, and after the performance of practical work developed in class.

Students will have time to respond to the feedback they are given to ensure optimum opportunity is provided for students to make progress.

Students will complete one component each term:

- Component 1 in Term 1.
- Component 2 in Term 2.
- Component 3 in Term 3.



Super-Curricular Opportunities – Extending Learning

Useful study resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<p>BBC Bitesize</p> <p>The National Theatre Website and Galleries.</p> <p>YouTube Series: Crash course Theatre</p> <p>Frantic Assembly's Website includes numerous learning resources, which students can access.</p>	<p>Participate in the Arts Ambassador's Challenges.</p> <p>Attend the numerous trips offered by the Drama department.</p> <p>Join the whole school Drama club, including the opportunity to take a LAMDA exam.</p> <p>Participate in the whole school production and drama showcase evenings.</p>	<p>Live and Streamed Theatre experiences,</p> <p>Attend 'Showcase' events.</p> <p>Encourage your child to participate in extra-curricular activities.</p> <p>Encourage your child to analyse and evaluate features of film and television work that they have seen.</p> <p>Investigate the possibility of attending Theatre Groups outside of the academy.</p> <p>Apply for the National Youth Theatre.</p>