



## Year 10 Drama Course Outline

Students have 5 lessons per cycle			
Term	Topic and approximate duration	Key learning areas	Homework Students will be guided by the class teacher as to which level to complete (according to target level)
Autumn Term 1 and 2	<p><b>Noughts and Crosses</b> (15 weeks )</p>	<p>Develop an understanding of how to approach a script. Select an appropriate monologue and explore this through Stanislavski’s method and developing characterisation.</p> <p><b>Key skills/techniques:</b></p> <ul style="list-style-type: none"> <li>• How to approach a script</li> <li>• Selection of appropriate character – personal ability and interest</li> <li>• Development of vocal and physical skills</li> <li>• Blocking from page to stage</li> <li>• Offer feedback and development</li> <li>• Perform using Component 3 criteria</li> </ul> <p>Develop social and historical of the play, understanding of plot, characters, genre and style. Through performance. Communicate effectively with the group and the audience. Analyse and evaluate skills presented using drama vocabulary. Produce log of performance process. (Develops skills for Component 1 and 3)</p> <p><b>Key skills/techniques:</b></p> <ul style="list-style-type: none"> <li>• <b>Interpretation of plot and development, characters</b></li> <li>• Plot and character interpretation</li> <li>• Genre and style understanding and key features</li> <li>• Understanding of characterisation and relationships</li> <li>• Understanding of themes and issues within the play</li> <li>• Communicate effectively with a group and the audience</li> <li>• Analyse and evaluate skills presented using drama vocabulary</li> <li>• Develop skills for Component 1</li> <li>• Development of directorial approach</li> <li>• Roles, responsibilities and staging within the theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Read the play</li> <li>• Directors notes of extracts</li> <li>• Revision for roles, responsibilities and staging</li> <li>• <b>Section B – Exam Style Question</b></li> <li>• Context research and revision</li> </ul> <p>*Students should also refer to their booklet for extended tasks.</p> <p><b>Students will complete the following homework tasks</b></p> <ul style="list-style-type: none"> <li>• Live theatre notes</li> <li>• Revision on theatre roles and responsibilities</li> <li>• <b>Section B – Design Ideas Booklet</b></li> <li>• Performance rehearsals</li> </ul> <p>*Students should also refer to their booklet for extended tasks.</p>

	<b>Interim Assessment</b>	Context Assessment – Character, plot, context - Assessment of level of knowledge gained.	
	<b>Landmark Assessment</b>	Practical Performance – Extract from the play. Teacher assessed – based on level and application of theatrical skills.	
<b>Spring Term 1</b>	<b>Devising: Component 2</b> <b>40% of GCSE</b>  (6 weeks)	<p>Understanding of interpreting stimuli, widening skills and knowledge &amp; understanding of style and practitioner. Emphasis on group work and communication. Developing creativity and originality. Reflect on performance, comment of strengths and weaknesses, use of drama vocabulary and effectiveness of style.(Completion of Component 2/Develops performance skills for Component 3)</p> <p><b>Key skills/techniques:</b></p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Response to stimulus</li> <li>• Collaborative working, sharing ideas</li> <li>• Selection of appropriate techniques</li> <li>• Application of research</li> <li>• Exploration of specific target audience</li> <li>• Use of staging and stage space</li> <li>• Audience consideration –targeting specific audience</li> <li>• Development of theatrical skills – body, face and voice</li> </ul>	<p><b>Students will complete the following homework tasks:</b></p> <ul style="list-style-type: none"> <li>• Written log of practical work explored within lessons</li> <li>• <b>Research into Stimulus and creative ideas</b></li> <li>• Live theatre notes</li> <li>• Live theatre review</li> </ul> <p>*Students should also refer to their booklet for extended tasks.</p>
	<b>Interim Assessment</b>	Assessed rehearsal – teacher assessed linked to level of theatrical skill, collaboration within group and initial ideas.	
	<b>Landmark Assessment</b>	Written Log – Response to Stimulus. Log one of Component 2 – First Draft.	

Spring 2	<p><b>Devising: Component 2</b>  <b>40% of GCSE</b></p> <p>(6 weeks)</p>	<p>Develop social and historical of the play , understanding of plot, characters, genre and style. Through performance. Communicate effectively with the group and the audience. Analyse and evaluate skills presented using drama vocabulary. Produce log of performance process. (Develops skills for Component 1 and 3)</p> <p><b>Key skills/techniques:</b></p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Response to stimulus</li> <li>• Collaborative working, sharing ideas</li> <li>• Selection of appropriate techniques</li> <li>• Application of research</li> <li>• Exploration of specific target audience</li> <li>• Use of staging and stage space</li> <li>• Audience consideration –targeting specific audience</li> <li>• Development of theatrical skills – body, face and voice</li> </ul>	<p><b>Students will complete the following homework tasks:</b></p> <ul style="list-style-type: none"> <li>• Written log of practical work explored within lessons – Response to stimulus</li> <li>• Rehearsal for performance</li> <li>• <b>Character profile/role on the wall</b></li> <li>• Sourcing appropriate devising material.</li> <li>• Rehearsal for performance</li> <li>• Revision for End of Year Assessment</li> </ul> <p>*Students should also refer to their booklet for extended tasks.</p>
	<b>Interim Assessment</b>	First draft of Log books	
	<b>Landmark Assessment</b>	Component 2 Performance - Marks not given until they have been moderated.	
Summer Term 1		<p>Perform demonstrating clear understanding of devising process. Performance linking to the stimuli given and developed. Performance skills demonstrated. All referring to Artistic intention. Preparation for written exam - revision on The Crucible, live theatre and terminology. (Completion of Component 2/Develops performance skills for Component 3)</p> <p><b>Key skills/techniques:</b></p> <ul style="list-style-type: none"> <li>• Interpreting a text</li> </ul>	<p><b>Students will complete the following homework tasks:</b></p> <ul style="list-style-type: none"> <li>• Written log of practical work explored within lessons – Response to stimulus</li> <li>• Rehearsals for performance</li> </ul>

	<p><b>Completion of Log Book &amp; Exam Preparation</b></p> <p><b>Preparation for EOY Exam</b> (6 weeks)</p>	<ul style="list-style-type: none"> <li>• Application of theatrical skills</li> <li>• Exploration of a text</li> <li>• Social and historical understanding</li> <li>• Genre and style Text recall</li> <li>• Script writing</li> <li>• Monologue performance</li> <li>• Communicate effectively with a group and the audience</li> <li>• Analyse and evaluate skills presented using drama vocabulary</li> <li>• Develop skills for Component 3</li> </ul> <p>Preparation for written exam - revision on The Crucible, live theatre and terminology. (Completion of Component 2/Develops performance skills for Component 3)</p> <ul style="list-style-type: none"> <li>• Approaches to exam style questions</li> <li>• Social and historical understanding</li> <li>• Genre and style understanding and key features</li> <li>• Understanding of characterisation and relationships</li> <li>• Understanding of themes and issues within the play</li> <li>• Naturalistic style and character motivation</li> <li>• Communicate effectively with a group and the audience</li> <li>• Analyse and evaluate skills presented using drama vocabulary</li> <li>• Assessment Criteria</li> <li>• Assessment Criteria for Component 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Development of Log 1, 2 and 3 – Second Draft</b></li> <li>• Sourcing appropriate devising material.</li> <li>• Revision for End of Year assessment.</li> <li>• <b>Final drafts of all logs.</b></li> </ul> <p>*Students should also refer to their booklet for extended tasks.</p>
	<p><b>Interim Assessment</b></p>	<p>Written Log – Development and Collaboration. Log two and three of Component 2 – First Draft.</p>	
	<p><b>Landmark Assessment</b></p>	<p><b>EOY Assessment</b></p>	
<p><b>Summer 2</b></p>	<p><b>Monologues- scripted exploration</b> (6 weeks)</p>	<p>In preparation for component 3 pupils will explore how to perform a monologue, they will explore a variety of monologues from different styles, genres and time periods. They will develop their performances skills as well as their understanding of how to take a script from page to stage.</p> <p><b>Key skills/techniques:</b></p> <ul style="list-style-type: none"> <li>• Component 3 Assessment criteria</li> <li>• Analysis and evaluation</li> <li>• Vocal and physical skills</li> <li>• Characterisation</li> </ul>	<p><b>Students will complete the following homework tasks:</b></p> <ul style="list-style-type: none"> <li>• Research into play and context</li> <li>• Exploration of style and practitioners</li> <li>• Rehearsal</li> </ul> <p>*Students should also refer to their booklet for extended tasks.</p>

		<ul style="list-style-type: none"> <li>• Response to feedback</li> <li>• Direction and application of dramatic techniques</li> </ul>	
	<b>Interim Assessment</b>	Section A quiz	
	<b>Landmark Assessment</b>	Performance assessment	

*There may be changes to the year plan in keeping with whole school requirements and in order to meet the needs of individual classes& students.*