# Programme of study for Year 10 Drama

| Autumn (1st term) | Autumn (2nd term) | Spring (1st term) | Spring (2nd Term) | Summer (1st term) | Summer (2nd term) |
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| | | Jan-Feb | Feb-May | | June-July |
| Topic / Big Question:<br><br>C2: Text in Performance preparation – Blood Brothers) - 3 lessons per fortnight practical<br>C3 written exam – Live review - 1 lesson per fortnight theory | | Topic / Big Question:<br><br>C1: Practitioners<br>C3: Live Review / Inspector Calls interleaved once a fortnight | Topic / Big Question:<br><br>C1: Devising from a stimulus (40% of their final GCSE grade<br>C3: Live Review / Inspector Calls interleaved | | Topic / Big Question:<br><br>C1: Writing portfolios ton finish 40% of the GCSE course<br>C2: Reading script options to prepare for September<br>C3: Final improvements to exam questions |
| Skills (students should be able to do):<br>C2: Read and interpret a script<br>Understand and perform key characters<br>Annotate a script<br>Learn lines<br>Know how to effectively stage a script in performance<br><br>C3: Understand the exam questions and mark scheme<br>Work to appropriate timings for exam questions<br>Apply knowledge learned to exam practice<br>Analyse a play seen as part of Arts week and create notes to help in exam | | Skills (students should be able to do):<br><br>Apply knowledge of key practitioners to practical work<br>Work well in different groups or in pairs/alone<br>Understand how different practitioners work can influence their own devised work | Skills (students should be able to do):<br><br>Interpret a stimulus and develop ideas from this<br>Embed research into performance<br>Create and perform effective characters<br>Apply physical and vocal skills to develop the piece<br>Log rehearsal work completed to support the portfolio writing<br><br>Use live review notes to aid completion of mock exam questions<br>Use feedback from mock exam questions to improve work | | Skills (students should be able to do):<br><br>Read and interpret a script<br>Understand and perform key characters<br>Annotate a script<br>Answer exam questions using key words and explaining their answers |
| Key Learning Outcomes (students should know):<br>C2: Learn how to explore and bring to life a script using a variety of rehearsal and performance techniques, fitting in with the style the playwright intended<br><br>C3: The themes, characters and plot of the play we see<br>The nature of the exam questions and what each question is asking them<br>How they can write about key performance and design skills for high mark answers | | Key Learning Outcomes (students should know):<br><br>C1: Learn about different theatre styles to inform Devising unit<br><br>C3: Interleaving of An Inspector Calls work to develop knowledge. | Key Learning Outcomes (students should know):<br>How to research effectively for a devised piece e.g. finding facts and figures, personal stories<br>How to apply strategies learnt in the practitioner scheme<br>How to work together in a team for an extended period<br>How to embed lighting, sound and other design elements into a performance to build atmosphere<br>How to achieve highly in the written portfolio | | Key Learning Outcomes (students should know):<br><br>What makes a high scoring portfolio and how to achieve this with their own work<br><br>Experiment with different scripts to explore different |

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| | C3: How to watch and evaluate a live performance<br>What design elements to analyse and evaluate<br>What performance skills to analyse and evaluate to demonstrate character<br>How to answer questions analysing and evaluating the performance | | characters and performance options<br><br>Recall and retain key information for the written exam component<br><br>How to answer the exam questions following feedback from mocks |
| Autumn Term – centrally planned, standardised and teacher marked piece(s) of work<br><br>C2: Performance of a scene from the text and written reflection on successes and improvements<br><br>C3: Practice exam questions for both questions in Section B of the exam, in preparation for mock exams | Spring Term – centrally planned, standardised and teacher marked piece(s) of work<br><br>Ongoing assessment of exam questions<br><br>Mock performance by Easter of Devised performance<br>Halfway point evaluation of Devised performance | Summer Term – centrally planned, standardised and teacher marked piece(s) of work<br><br>C1 final Devised performances<br>C3 mock exam – Section A and B<br>Draft 1 of portfolio marked before summer holidays | |
| **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>C2: Many students in Y11 use this text to perform as their C2, so we have decided to use this for both Year 9 and 10 this year to give them understanding of the play before Y11. Next year, we will only use it within Year 9 and look at an alternative play for Year 10 so they have more variety. Starting the year with this unit, in a practical way, allows us to explore the structure of a text and gives them ideas of structure for the C1 Devising work which will be in Spring/Summer.<br><br>C3: By interleaving the C3 work into the lessons over time, this allows for better recall and retention for the students and better outcomes in the final Year 11 exam. We will also be able to use one of the shows this group are seeing to write their Section B answers on, meaning plenty of time for | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>We introduced this following an inspiring workshop experience with Go Live theatre projects, who we worked with over the past few years to deliver a series of workshops from a professional actor to explore character motivations, different practitioner influences and how they can apply this to their own | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>We complete this component in early Summer as it allows the students to complete their portfolios before the summer holidays, so they retain as much of the process as possible, aided by them writing in their C1 booklets. This also allows time for early C2 preparation before the summer holidays for students who have completed the work, and to give the students scripts to read over the summer as further preparation. Every lesson there are practical tasks to encourage students to include as many key drama strategies as possible and develop their understanding of how they are creating the work, to aid their portfolios. They will perform halfway through the process, giving the students an opportunity for feedback to use in their writing and further development. They complete a draft of the portfolio through the course of the term (worth 30% of the final grade), then | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>With the time we have left following completion of portfolios before the summer holidays, so we can mark and feedback and improvements can be done over summer, we will begin to intorduce students to the C2 scripts on offer for them for the following year, so they can begin thinking |

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| preparation before the mock exams in April, and being able to hit the ground running in Year 11. | devised work. The students included a range of strategies within their devised work as a result, therefore we felt it was important to build on this. The lessons focus on the methodologies of different practitioners, and students develop their understanding through practical, devised exploration. This will give them full preparation to begin the Devising component in earnest next term. | their work is recorded and shared with them to aid their reflection and initial writing of the final evaluative questions. This allows for the students to have feedback early into Summer 2, and act on that feedback ideally before the summer holidays.<br><br>C3: Students will still have input over this time on An Inspector Calls and the live review questions, and they will receive feedback after the mocks in April to work on for improvements, to consolidate learning and correct any misconceptions before the summer holidays. | about the kinds of genres and styles they wish to perform, and experiment with these. It allows students more time to read the full script they may choose as well, and familiarise themselves more closely with the script. We will also do final consolidation work on thei learning on the C3 exam unit before the holidays, to be confident on their knowledge going into the summer holidays. |
| Home – Learning:<br>Line learning<br>Evaluating performance work<br>Researching key characters<br>Researching the play and writing up live review notes | Home – Learning:<br>Research on practitioners<br><br>Writing up live review notes | Home – Learning:<br><br>Researching their topics for devising<br>Revision for mocks<br>Watching recorded performances and using their own thoughts to develop the work in lessons | Home – Learning:<br><br>Acting on feedback on portfolios<br>Reading scripts for options for next term |
| Reading / High Quality Text:<br><br>Reading and interpreting both scripts<br>Reading to research context<br>Reading example exam answers | Reading / High Quality Text:<br>Using some new texts as stimuli for devising<br>Reading An Inspector Calls<br>Reading off the board | Reading / High Quality Text:<br><br>Researching into their topics – sifting through various sources to find what they need<br><br>Reading past exam answers and revision material | Reading / High Quality Text: |
| Numeracy across the year:<br>Page numbers<br>Numbers in a group | | | |

Spatial awareness
Considering the design concept – intensity of light, volume, set perspectives
Adhering to word counts
Timings for exam questions

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Arts week workshops and trips including Globe theatre workshop, tour and show, professional actor workshops (ex student and casting agent), National Theatre online performance
Looking at texts from a director, designer and performer's perspective and working as these within lessons to gain experience and understanding – careers links
Involvement in performance or design for the school musical/drama club