

CURRICULUM SUMMARY – Drama

YEAR 9 - GCSE AQA 8261

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Introduction to: Component One Section A Understanding Drama</p> <ul style="list-style-type: none"> • Drama and Theatre terminology • Roles and responsibilities of theatre makers 	<p>CONTENT</p> <ul style="list-style-type: none"> • Live Theatre performance • How meaning is interpreted • Design skills • Devising Performance skills • Mock component two 	<p>CONTENT</p> <p>Introduction to: Performance Skills</p> <ul style="list-style-type: none"> • Vocal • Physical • Movement • Costume, set, lights, sound
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Written Examination • Assessment of classwork • Assessment of performance 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • End of term summary of written work. • Assessment of creativity and presentation • Analysis and evaluation of the work of live theatre makers- theatre review. • Mock component 2 • Assessed journal 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre homework • Study of one set play examination questions • Practical examination • Performance to examiner (in house)
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to go to the theatre • Encourage students to read plays • Encourage students to analyse acting skills, style and genre of television programs including set, music, costumes, lights. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to go to the theatre • Encourage students to read plays • Encourage students to analyse acting skills, style and genre of television programs including set, music, costumes, lights. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to go to the theatre • Encourage students to read plays • Encourage students to analyse acting skills, style and genre of television programs including set, music, costumes, lights.

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TERM 1	TERM 2	TERM 3
<p>CONTENT- Component One Section B Set text</p> <ul style="list-style-type: none"> • character • language • pace/ rhythm • sub-text • form/structure • social/cultural/historical • conventions 	<p>CONTENT Component Two</p> <ul style="list-style-type: none"> • Research- Style/genre • Social historical context • Devising • Rehearsing • Themes/issues • Performance space • Design fundamentals (scale, shape, 	<p>CONTENT - Live theatre Performance Component Three</p> <p>Performance skills</p> <ul style="list-style-type: none"> • Accent, pitch, pace, intonation • Gesture, phrasing, gait, stance • Facial expression, emotional range • Interpretation • Stage • Set • Design
<p>ASSESSMENTS Component 1 Sections A and B</p>	<p>ASSESSMENTS Mock Component Two</p> <ul style="list-style-type: none"> • Devising Logs • Relevant research journal 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Mock practical exam
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to go to the theatre • Encourage students to read plays • Encourage students to analyse acting skills, style and genre of television programs including set, music, costumes, lights. • Encourage students to read and write reviews of theatre productions 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to go to the theatre • Encourage students to read plays • Encourage students to analyse acting skills, style and genre of television programs including set, music, costumes, lights. Encourage students to read and write reviews of theatre productions 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to go to the theatre • Encourage students to read plays • Encourage students to analyse acting skills, style and genre of television programs including set, music, costumes, lights. • Encourage students to read and write reviews of theatre productions • Learning lines

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TERM 1	TERM 2	TERM 3
<p>CONTENT C2</p> <ul style="list-style-type: none"> • Devised • Research • Development • Recorded performance 	<p>CONTENT- C3</p> <p>Rehearsals for Component 3</p> <ul style="list-style-type: none"> • Learning lines • Costumes • Set • Lights • Sound 	<p>CONTENT- C1</p> <ul style="list-style-type: none"> • Witten examination • Revision • Live production seen • Set text analysis
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Devised performance recorded for examiner • Devised Journal 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Visiting examiner. • Performance to an audience 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Mock and real exam
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to go to the theatre • Encourage students to read plays • Encourage students to analyse acting skills, style and genre of television programs including set, music, costumes, lights. • Encourage students to read and write reviews of theatre productions 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to go to the theatre • Encourage students to read plays • Encourage students to analyse acting skills, style and genre of television programs including set, music, costumes, lights. • Encourage students to read and write reviews of theatre productions 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to read and write reviews of theatre productions. • Encourage student to do past papers with the mark scheme.

