

Year 10	Autumn Term 1	Autumn Term 2 & Spring Term 1	Spring Term 2 & Summer Term 1	Summer Term 1 & 2	Summer Term 2 & picked up at the start of year 11
	<p>Aberfan <i>Mini Devised Project</i></p> <p>What will be learnt?</p> <p>Students will be introduced to the topic of Aberfan alongside a collection of devising techniques and performance building blocks. Pupils will work collaboratively to create a performance with a clear aim and intention.</p> <p>Pupils will be asked to respond to their experience in the written form.</p> <p>Pupils will be experiencing what is expected of them in the second component of their GCSE whilst recalling skills learnt in lower school.</p> <p>Why will it be learnt?</p> <ul style="list-style-type: none"> To identify and understand the difference between an Aim and an Intention To work collaboratively on a shared aim 	<p>Noughts and Crosses, Dominic Cooke</p> <p><i>Play Study</i></p> <p>What will be learnt?</p> <p>Students will embark on an analytical play study where they will focus on all aspects of the creation of theatre.</p> <p>Pupils will be introduced to the theatre practitioners Bertolt Brecht and his ideologies and theatre practices in preparation of the written exam.</p> <p>Why will it be learnt?</p> <ul style="list-style-type: none"> Students will understand and demonstrate the demands of Section B of the exam. They discover the social, political and historical context of the play whilst exploring it practically as performers. They will be given the skills needed to complete the written demands of the course. 	<p>Component Two: Devised Unit</p> <p><i>40% of GCSE</i></p> <p>What will be learnt?</p> <p>Students will consolidate their knowledge on how theatre is created. Pupils will work in groups to produce a piece of theatre based around given stimuli. The student will have some choice over whether they are a performer or designer in this part of the course. Pupils will be guided through writing the accompanying coursework.</p> <p>Why will it be learnt?</p> <ul style="list-style-type: none"> To complete component 2 of AQA GCSE course To demonstrate a practical and written understanding of the requirements of Component 2 To listen and respond constructively to others To use dramatic methods to explore social, cultural and historical issues 	<p>Live Performance Review</p> <p>What will be learnt?</p> <p>Recalling and retaining skills on how to successfully review a live performance. Using Digital Theatre + a performance will be chosen that suits the needs of the class. Pupils will be taught the importance of note taking and how to identify aims and intentions.</p> <p>Why will it be learnt?</p> <ul style="list-style-type: none"> To demonstrate an awareness of the differing aspects of theatre and what it takes to take a play from page to stage. To understand the importance of identifying an aim when writing to evaluate in drama. <p>Skills developed?</p> <p>The writing of a live performance review, with a focus on character.</p> <p>Analysis of performance. Key terminology</p>	<p>Monologues, Duologues, Group Pieces</p> <p><i>Scripted Unit</i></p> <p>What will be learnt?</p> <p>Students will gain the confidence needed to perform alone – or as a pair – in front of an audience. Students will prepare two extracted performances and be assessed according to the GCSE. A practice of the experience they will have next year.</p> <p>Why will it be learnt?</p> <ul style="list-style-type: none"> To demonstrate an awareness of all elements of component 3 of AQA GCSE course To demonstrate a practical and written understanding of the requirements of Component 3 To listen and respond constructively to others To use dramatic methods to explore social, cultural and historical issues

<ul style="list-style-type: none"> To begin to demonstrate an understanding of the requirements of Component 2 that will be completed at the end of the year To listen and respond constructively to others To use dramatic methods to explore social, cultural and historical issues <p>Skills developed:</p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> apply knowledge and understanding when making, performing and responding to drama explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created develop a range of theatrical skills and apply them to create performance work collaboratively to generate, develop and communicate ideas develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance contribute as an individual to a theatrical performance reflect on and evaluate their own work and that of others 	<ul style="list-style-type: none"> Q1 2 3 and 4 will be learnt ready for revision next year. <p>Skills developed?</p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> apply knowledge and understanding when making, performing and responding to drama explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created develop a range of theatrical skills and apply them to create performance work collaboratively to generate, develop and communicate ideas develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance contribute as an individual to a theatrical performance reflect on and evaluate their own work and that of others develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice adopt safe working practices. <p>How will learning be assessed?</p> <p>Through the writing of exam responses: q 1 2 3 and 4</p> <p>Marked and moderated using GCSE criteria.</p> <p>How does it link to GCSE drama:</p>	<p>Skills developed?</p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> apply knowledge and understanding when making, performing and responding to drama explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created develop a range of theatrical skills and apply them to create performance work collaboratively to generate, develop and communicate ideas develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance contribute as an individual to a theatrical performance reflect on and evaluate their own work and that of others develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice adopt safe working practices. <p>How will learning be assessed?</p> <p>Pupils performances will be recorded in line with AQA guidance, marked and moderated on site but being securely kept until a sample is called from the exam board.</p> <ul style="list-style-type: none"> Performance Assessment using Component 2, Devising performance criteria 	<p>How will learning be assessed?</p> <p>Worked will be marked in according to AQA component one grading criteria.</p> <p>How does it link to drama GCSE:</p> <p>Component One of AQA GCSE</p>	<p>Skills developed?</p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking develop a range of physical skills and techniques eg movement, body language, posture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance adopt the latest safe working practices. apply knowledge and understanding when making, performing and responding to drama explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created develop a range of theatrical skills and apply them to create performance work collaboratively to generate, develop and communicate ideas develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance contribute as an individual to a theatrical performance
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	<p>•develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice • adopt safe working practices.</p> <p>How will learning be assessed?</p> <p>Lessons include formative assessment throughout with a summative practical and written assessment at the end.</p> <p>Performance Assessment using Component 2, Devising performance criteria Written Assessment in line with Component 2 Devising Theatre Statement of intent and section one of Devising Log NEA.</p> <p>This is a devised SOL which is teacher lead at the start and end, but teacher facilitated in the middle. Written lessons are lead supported fully by teacher.</p> <p>Lessons are differentiated and taught in accordance with pupil's ideas. Resources to be found/made in accordance with this also.</p>	<p>Component One of AQA GCSE</p>	<ul style="list-style-type: none"> • Written Assessment in line with Component 2 Devising Theatre Statement of intent • Devising Log, Component 2, Devising performance criteria <p>This is a devised SOL which is teacher lead at the start and end, but teacher facilitated in the middle. Written lessons are lead supported fully by teacher.</p> <p>Lessons are differentiated and taught in accordance with pupil's ideas. Resources to be found/made in accordance with this also.</p> <p>In line with AQA GCSE requirements, this must be the work of the students and teachers are there to facilitate, support and guide.</p> <p>*Stimulus used can change in accordance with class and year of teaching</p> <p>How does it link to GCSE drama:</p> <p>Component Two of AQA GCSE</p>		<ul style="list-style-type: none"> • reflect on and evaluate their own work and that of others • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice • adopt safe working practices. <p>How will learning be assessed?</p> <p>Formative assessment throughout using GCSE component three criteria</p> <p>How does it link to GCSE drama:</p> <p>Component Three AQA GCSE</p>
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