




CURRICULUM INTENT

We aim to develop a sense of social awareness, exploring what makes us human and how we can impact the lives of others.

Work at KS4 is split between three components, 1. Devising Theatre (CO1), 2. Performing from a Text (CO2) and 3. Interpreting Theatre (CO3). We want students to build on their performance skills from Year 7-9 and further this with the addition of detailed written work. During the devising theatre component students will create their own work with influences from their chosen practitioner, using knowledge from schemes completed at KS3. We endeavour to encourage students to link to current affairs that they feel passionate about, aiming to challenging them to critique and oppose darker areas of our society to inform positive changes. In performing a text our goal is for students to learn to edit and select key extracts of a play to perform for a live audience. Interpreting Theatre aspires for students to study a set text in depth and analyse a live piece of theatre. This last component will be the written exam completed during the Summer Exams in Year 11.

Throughout the GCSE Drama course, we want students to develop their critical judgement, performance/design and collaborative skills, which will benefit them, post KS4.

THE AVANTI WAY

<p>EDUCATIONAL EXCELLENCE</p> 	<p>CHARACTER FORMATION</p> 	<p>SPIRITUAL INSIGHT</p> 
<p>The performative nature of Drama requires resilience, dedication and high expectations. Perseverance is vital – ‘if you make a mistake, don’t give up and keep going.’ Being part of the audience is as equally important. It encourages listening, respect and concentration. ‘We applaud not because they deserve an Oscar but because they had the courage to show and share.’</p>	<p>We reflect on our own character by exploring others. Focusing on how characters build relationships, uphold values and follow their motivation allows us to see how we ourselves act in this world and develops empathy. The plays studied in Drama are challenging and encourage discussion and debate around morality, how our actions impact others and what happens when we abandon our morals in favour of ambition and power.</p>	<p>Drama uses stimuli and experience to cultivate a deeper, meaningful connection to the world, others and to God. Studying a variety of drama practitioners can allow us to challenge discrimination to create a more positive and integrated society. Drama is an active vehicle to build a sense of community. Performances based on sacred Hindu texts will foster a search for human meaning and purpose, while encouraging spiritual reflection and appreciation of the ancient, timeless voice.</p>

PROGRAMME OF STUDY

Students will be provided opportunities to develop the following knowledge, skills and understanding in Drama:

- **Devising Theatre (CO1)**
 - Know and understand how to use a stimulus to create their own piece of theatre.
 - Researching to develop ideas to create meaning.
 - Considering the appropriate style/influential theatre practitioner for a range of contexts, purposes and audiences.
 - Understanding how to develop and refine design/performance ideas for theatrical performances.
 - Understand how to work collaboratively with others.
 - Contribute as an individual to the live performance.

- **Performing from a Text (CO2)**
 - Rehearsing and performing play scripts to show an understanding of the playwright’s intent.
 - Understand the social, cultural and historical background of when the play was written.
 - Application of performance or design skills to realise artistic intentions in live performance.
 - Contribute as an individual to the live performance.
 - Understand how best to sustain audience interest in a performance.
- **Interpreting Theatre (CO3)**
 - Identify characteristics of a text (genre, structure, character, form and style, language and stage directions.)
 - Explore the social, cultural and historical context of the play, including the theatrical conventions of the period in which they were created.
 - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
- **Key Theatre Practitioners/Genres**
 - Identify the conventions of key theatre practitioners/genres.
 - Understand the differences between practitioner/genre approaches to theatre.
 - Understand the impact of practitioner/genre techniques on performances.
 - Apply techniques of an influential theatre practitioner/genre to creating meaning for an audience.
- **Using Drama Vocabulary**
 - Recall and understand the key conventions, form, strategies and techniques. Applying knowledge of these to practical work to create meaning for an audience.
 - Gain and deploy an understanding of abstract terms such as ‘metatheatre’, ‘surrealism’, ‘didactic’.
 - Use a range of vocabulary and language when speaking. Develop their social and linguistic spoken language.
 - Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- **Analysing and Evaluating Theatre**
 - Analyse and evaluate performance/design skills in a piece of theatre.
 - Reflect critically on the impact of individual contribution to theatre performances.
 - Analyse and evaluate interpretation of character/role.
 - Analyse and explaining the reasons for using certain theatre conventions to convey meaning to a live audience.

TERM	YEAR 10	YEAR 11
AUTUMN 1	<p>Scripted (CO2)</p> <p>Taking extracts of a published play to perform in front of a live audience.</p> <p>Intent: Performing from a Text, Interpreting Theatre and Using Drama Vocabulary</p>	<p>Devising Performance (CO1)</p> <p>Students will perform their devised performance in front of a live audience.</p> <p>Intent: Devising Theatre, Key Theatre Practitioners/Genre, Using Drama Vocabulary and Analysing and Evaluating Theatre</p>
AUTUMN 2	<p>Macbeth/Analysis of a live performance (CO3)</p> <p>Students will re-read and answer questions about the play Macbeth by William Shakespeare.</p>	<p>Devising Evaluation (CO1) / DNA (CO3)</p> <p>Students will reflect on their created performances through a portfolio and a timed evaluation.</p>

	<p>Intent: Interpreting Theatre, Key Theatre Practitioners/Genre and Using Drama Vocabulary</p>	<p>Intent: Devising Theatre, Key Theatre Practitioners/Genre, Using Drama Vocabulary and Analysing and Evaluating Theatre</p>
<p>SPRING 1</p>	<p>Devising Practice (CO1)</p> <p>Students will create a performance based on a stimulus to perform to a live audience.</p> <p>Intent: Devising Theatre and Key Theatre Practitioners/Genre</p>	<p>Scripted Practice (CO2) / DNA (CO3)</p> <p>Students will spend 2 lessons a week editing and rehearsing a play for their final exam. Students will spend 1 lesson a week practicing DNA questions.</p> <p>Intent: Performing from a Text, Interpreting Theatre and Using Drama Vocabulary</p>
<p>SPRING 2</p>	<p>Devising Practice (CO1)</p> <p>Students will reflect on their created performances through a portfolio and a timed evaluation.</p> <p>Intent: Devising Theatre, Key Theatre Practitioners/Genre, Using Drama Vocabulary and Analysing and Evaluating Theatre</p>	<p>Scripted Performance (CO2) / DNA (CO3)</p> <p>Students will perform their final exam. Students will spend 1 lesson a week practicing DNA questions.</p> <p>Intent: Performing from a Text, Interpreting Theatre and Using Drama Vocabulary</p>
<p>SUMMER 1</p>	<p>Macbeth/Analysis of a live performance (CO3)</p> <p>Students will re-read and answer questions about the play Macbeth by William Shakespeare.</p> <p>Intent: Interpreting Theatre, Key Theatre Practitioners/Genre and Using Drama Vocabulary</p>	<p>DNA/Analysis of a live performance (CO3)</p> <p>Students will re-read and answer questions about the play DNA by Dennis Kelly.</p> <p>Intent: Interpreting Theatre, Key Theatre Practitioners/Genre and Using Drama Vocabulary</p>
<p>SUMMER 2</p>	<p>Devising Preparation (CO1)</p> <p>Students will create a performance based on a stimulus for their final exam.</p> <p>Intent: Devising Theatre and Key Theatre Practitioners/Genre</p>	

ASSESSMENT AND FEEDBACK

There will be three types of assessment throughout the two-year course; devised, scripted and written.

In year 10 students will complete a scripted performance in front of an audience of their peers during the autumn term. This will be followed by an in class written assessment based on the play DNA. Students will then complete a full written mock of the devised component in the spring term. This will include creating a performance for their year 10 peers, writing a portfolio documenting their creation process and finally reflecting on their performance in a timed evaluation test. The last assessment of the year will be a mock paper of DNA during the Year 10 mock exams.

In year 11 students will complete their final devised performance in October. This will be performed to a live audience of family and friends. Students will complete their portfolios and evaluations before Christmas in

preparation for external moderation. Students will complete a scripted performance in front of an external examiner who will come into the school at the end of March. There will be a family and friends viewing 10 days prior to this date, where audience feedback will be actively encouraged. The final exam will be completed in May/June of Year 11 and will assess their knowledge and understanding of the play DNA and of a live performance they have watched in the theatre.

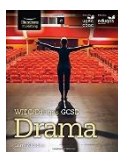
EXAM BOARD AND AQA USEFUL WEBSITES

EXAM BOARD: Eduqas
SPECIFICATION: C690QS

The Eduqas website has past papers, mark schemes and the specification all free to download.
<https://www.eduqas.co.uk/qualifications/drama-gcse/>

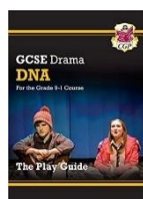
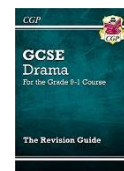
SUPPORT AND GUIDANCE

The following text books can be purchased to support revision for both the devised and written examinations.



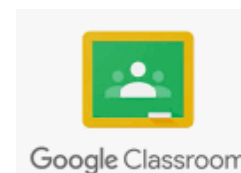
This one is quite expensive but is a step by step guide to supporting the devised component and includes useful information for students who are compelling sound or lighting instead of acting.

This text has useful information regarding Drama vocabulary and example answers to a range of questions. However, it is general to any exam board.



This is the most recommended text as it will support students in the most complex of component (the written exam). It breaks down the plot, characters and structure of the play. It has useful examples of answers and details the historical context to support top band answers.

Additionally, students should refer to information uploaded on Google Classroom. There will be exemplar performances, past papers, practice mock papers and practitioner information made available to support independent learning and revision.



EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

Extra Drama Rehearsals: One evening a week (TBC) will be dedicated to KS4 rehearsals. Rehearsals can run from the end of school up to 6pm (depending on impending examinations) but typically will run until 5pm this will be in place of homework. Allowing extra rehearsals is more impactful to the overall grade of students, thus we take a compulsory approach to these rehearsals. A schedule will be released each term, ensuring communication to those concerned.

Trips: Throughout the year, students will have the opportunity to engage in various theatre trips. Drama aims to offer a theatre trip in both Year 10 and Year 11. Students and parents will be informed of all opportunities as and when they are organised.

Shows: It is actively encouraged that Year 10 students represent the older years in whole school productions. Year 11 will be considered on a case-by-case basis (considering the pressures of GCSE exams).