

Year 10 Subject Curriculum Overview per Term

Subject: Drama		Subject Leader: Daniel Rodgers	Year Group: 10	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Set text study	<p>End Points:-</p> <ul style="list-style-type: none"> Students' writing will demonstrate reference to voice and movement skills to interpret character. For example, <i>Mickey will deliver this line in a whiney tone to imply her immaturity at this point in the play.</i> Students' will be able to refer to the play's genre and style accurately and in detail. For example, they will be able to discuss Willy Russell's intentions for this play Students will create lighting, sound, prop, costume and set designs for each section of the play demonstrating knowledge and understanding of the play by referring to appropriate period, materials, colours, textures and form. Students' exam practise answers will have a clear intention for the character, appropriate details for the play and a range of technical vocabulary. <p>Knowledge checkpoints</p> <ul style="list-style-type: none"> Understand the cultural, political and social concepts of the play including Thatcherism, poverty and unemployment. Understand how the use of lighting, costume, set and sound communicate the theme of family relationships which are central to the play. Can refer to a range of vocal performance skills to interpret a character for performance. Examples include pitch, pace and pause. Can refer to a range of physical performance skills to interpret a character for performance. Examples include body language, gesture and facial expression. Understand the motivation of the playwright and company. 		<p>OCR GCSE Drama textbook glossary pages 24-41.</p> <p>Blood Brothers Play Guide Revision Exercise Book.</p>	Practise questions from previous exam papers.

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Subject: Drama		Subject Leader: Daniel Rodgers	Year Group: 10	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Practitioners	<p>END POINTS:-</p> <ul style="list-style-type: none">Students will demonstrate their chosen practitioner through using their key elements of style and technique in their devised performances. For example, if they choose Bertolt Brecht, they will demonstrate use of placards, multi-roling of set and actors and song.Students will take part in a variety of practical workshops to explore and consolidate their understanding of the techniques and style of a range of practitioners including Brecht, Kneehigh and Frantic Assembly. For example, they will have explore the use of puppetry, story-telling and play at work in Kneehigh’s output. <p>Knowledge checkpoints:-</p> <ul style="list-style-type: none">Students will recall their knowledge of the Frantic Assembly theatre company from the previous unit for example their use of physical theatre and music.Students will understand the key skills and techniques of a range of theatre practitioners and established companies		OCR GCSE Drama textbook glossary pages 190-213.	Rehearsal performances.
Devising	<p>END POINTS:-</p> <ul style="list-style-type: none">Students will create their own, original piece of theatrical work from a stimulus given by the teacher. They can apply themselves as actors or designers in their groups.Students will demonstrate in their written devising portfolio understanding of how they have created their drama. <p>Knowledge checkpoints:-</p> <ul style="list-style-type: none">Students will understand how to create a piece of drama which creates an impact through the use of acting, set, lighting, costume, sound and props.Students will demonstrate range in the delivery of their skill – for example, actors will display vocal and physical range, lighting designers will create at least 3 different lighting states exploring mood, atmosphere and impact on the audience.			

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Subject: Drama		Subject Leader: Daniel Rodgers	Year Group: 10	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Devising	END POINTS:- <ul style="list-style-type: none"> Students will create their own, original piece of theatrical work from a stimulus given by the teacher. They can apply themselves as actors or designers in their groups. Students will demonstrate in their written devising portfolio understanding of how they have created their drama. Knowledge checkpoints:- <ul style="list-style-type: none"> Students will understand how to create a piece of drama which creates an impact through the use of acting, set, lighting, costume, sound and props. Students will demonstrate range in the delivery of their skill – for example, actors will display vocal and physical range, lighting designers will create at least 3 different lighting states exploring mood, atmosphere and impact on the audience. 		OCR GCSE Drama textbook glossary pages 190-213.	Final performance of devised piece. Completion and assessment of 2000 – 2500 essay.
Live theatre	ENDPOINTS <ul style="list-style-type: none"> Students will explain how live theatre creates impact on an audience through acting and the production elements Students will understand how to balance analysis and evaluation in their written work Students will understand how the director’s vision leads the work and how it comes alive through the performance and production elements Students will understand how live theatre communicates themes and ideas through performance and production elements KNOWLEDGE CHECKPOINTS <ul style="list-style-type: none"> Students will recall key vocabulary used to discuss performance skills Students will review the theatrical canon and timeline of the development of theatre Students will understand the key performance and production elements and how they work together 		OCR GCSE Drama textbook glossary pages 168-189.	Exam practise questions.

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How parents can support learning in the subject this academic year

Encourage your child as much as possible to engage with live theatre. There is also live theatre available online on Amazon Prime, Netflix, Digital Theatre.
Practise with them for the performance exam, running lines and giving feedback.
When you have seen theatre together, encourage your child to discuss their thoughts and responses to the performance using the subject specific vocabulary and knowledge of how theatre is made.
Encourage your child to take part in the extra-curricular opportunities in Performing Arts

Recommended Reading

Blood Brothers by Willy Russell
National Theatre "All About Theatre"
The Time Traveller's Guide to British Theatre by Aleks Sierz and Lia Ghilardi
Advice from the Players by Laura Barnett

Points to note

Strong attendance is absolutely essential to progress in Drama due to the nature of the course.
Students will perform in front of a visiting examiner.
Students have options beside performance including set, lighting, costume and sound design.