

Year 10 GCSE Drama: Curriculum Overview

Year 10 of GCSE Drama works to introduce students to the fundamentals of successful dramatic arts, whilst crafting their ability to become confident performers and designers, using both their own devised ideas and the published work of famous dramatists. Through their study, students should develop an understanding and appreciation of dramatic work as a tool to explore the human condition in real time. Year 10 Drama introduces students to all three components of their GCSE course.

		Scheme 1 – Introduction to GCSE Drama: Theatre skills and devising	Scheme 2: Introducing - Blood Brothers <i>Class and Inequality</i> (Exam- Component 1)	Scheme 3 – Live Theatre (Billy Elliot the Musical) (Exam- Component 1)	Scheme 4: Introduction to Texts in Practice (Component 3)	Scheme 5: Introduction to Devising Drama (Component 2)	Scheme 6: Devising Drama – Collaboration and Development (Component 2)
GCSE DRAMA	KNOWLEDGE	<p><u>Core</u> Common theatre roles and their specialisms Types of staging/stage positioning Interpreting scripted drama Vocal and physical choices. Naturalism vs. Surrealism Responding creatively to a stimulus.</p> <p><u>Themes/Concepts</u> Relationships Change Power Division/Unity Inequality Stanislavski/Naturalistic theatre Brecht/Epic theatre</p>	<p><u>Core</u> Introduction to Willy Russel/ 1960's Liverpool Conventions of a musical Influence of socio-economically backdrop – how was Russel influenced by this? Characterisation – Johnstons vs. Lyons family (class and inequality)</p> <p><u>Themes/Concepts</u> Social class Inequality Injustice Poverty/Wealth Duality Musical theatre Tragedy</p>	<p><u>Core</u> Understanding the universal message/possible interpretations for different audience. Actor interpretation of characters. Background research on style and genre and influential socio-political context.</p> <p><u>Themes/Concepts</u> Gender Acceptance Family Class Miner's strikes/Thatcher era Interpretive dance</p>	<p><u>Core</u> Develop skills interpreting scripts and dramatic intent. Understand how to use performance choices to create and communicate meaning – from playwright to audience. Commit dialogue from memory</p> <p><u>Themes/Concepts</u> Social class Inequality Injustice Poverty/Wealth Relationships Family Love Loss</p>	<p><u>Core</u> Introduction to the devising process. Generating ideas from various stimuli linked to human emotion and experience. Trialling and pitching ideas to a group</p> <p><u>Themes/Concepts</u> Relationships Identity Love and loss Conflict Interpreting a stimulus Naturalism vs. Surrealism Epic Theatre</p>	<p><u>Core</u> Developed understanding of the process behind creating a successful piece of drama. Learn how to create and develop meaning in a devised performance. Collaborate with others to achieve a shared goal. Use feedback to develop the devised piece.</p> <p><u>Themes/Concepts</u> Relationships Identity Love and loss Conflict Staging for impact Characterisation</p>
	SKILLS	<p><u>Practical</u> Stage positioning to convey relationships and emotions. Using tableaux effectively. Hot seating to develop and strengthen characterisation. Adapting dramatic ideas within different theatrical styles to meet dramatic intentions.</p> <p><u>Writing</u> Written justification of dramatic intentions, linked to theatrical style. Explaining dramatic ideas linked to dramatic intentions. Using subject terminology accurately.</p>	<p><u>Practical</u> Using physical theatre to convey differences in age and class. Using voice, accent, and tone to create/contrast characters. Using stage positioning and proxemic distance to build tension/convey relationships.</p> <p><u>Writing</u> Describing costume and set design ideas linked to relevant context. Explaining vocal and physical choices linked to social class Justifying how to perform the roles of Mrs Johnstone and Mrs Lyons across the play.</p>	<p><u>Practical</u> Live observation and study of performance in real time. Replicate performance skills and choices in feedback sessions.</p> <p><u>Writing</u> Interpreting initial impressions of performance and design choices, linked to dramatic intention. Close study of actors conveying emotions and changes across the performance.</p>	<p><u>Practical</u> Develop a wider range of vocal and physical skills appropriate to achieve dramatic outcomes including accent, timing, pitch, emotional range, posture, gesture and special awareness. Develop skills in design, realising original dramatic intentions.</p> <p><u>Writing</u> Written interpretation of individual roles and intention for audience reaction. Justification of performance choices linked to original playwright intentions.</p>	<p><u>Practical</u> Improvisation of initial ideas in response to a given stimulus. Adapting initial ideas in an array of dramatic styles to consider the impact for the audience.</p> <p><u>Writing</u> Conduct research on ideas generated in stimuli provided, keeping an informal log. Provide detailed account of research-driven ideas. Explain and justify emerging ideas linked to influence of chosen stimulus.</p>	<p><u>Practical</u> Rehearse, refine, and amend the devised piece to ensure key aims and intentions are successfully met. Trial various vocal, body and staging skills to create believable characters and relationships.</p> <p><u>Writing</u> Develop writing skills in clearly explaining how they have used the devising process so far to develop and refine: their ideas, the aims of the group, their own theatrical style and their response to feedback.</p>