

GCSE Drama Curriculum Map – Year 10 & Year 11

Drama GCSE: Foundations

September Year 10 – November Year 10

Students will learn about pioneering theatrical practitioners and their distinct styles before creating work that mirrors what they have learnt. The emphasis of the term is building a strong base of technical theatrical knowledge: Brecht, Stanislavski, Artaud, The Paper Birds and Frantic Assembly. Students have some foundation knowledge built in Year 7 and developed in Year 8 and 9. Students will use their foundations to develop their own pieces of theatre over the course of the year.

Drama GCSE: Foundations

Key Knowledge

Ancient Greek Theatre – the role of the chorus.
Commedia dell'Arte – physicalising action.
Naturalism – the system and emotional recall.
Epic Theatre – the power of the message.
Theatre of Cruelty – use of immersive theatre.
Frantic Assembly – using physical theatre to lead the narrative.
Verbatim Theatre – exploring how verbatim can be used to make performance.

Drama GCSE: Sample Component 2

November Year 10 – January Year 11

Students will study a play text – this is chosen with the cohort in mind. Often the play the group work on has been taken from The National Theatre's Connections season for young people. These Texts will be selected and personalised to play to individual's needs and strengths. Students will study the play in full. Students will also research and prepare for their role. Actors will perform a section of the play and will be assessed on their final performance. This Component will be revisited in Year 11.

Drama GCSE: Sample Component 2

Key Knowledge

Playwright's intention and communicating it through performance.
Understanding the context; cultural, social & historical.
Rehearsal and directing techniques.
Creating a vision for a performance.
Developing and researching a character.
Vocal and physical performance techniques.
Refinement and analysis to improve performance work.

Drama GCSE: Component 1: Devising Drama

January Year 10 – May Year 10

Students will create a devised performance in groups from a stimuli provided by the exam board. All performances will be supported by a portfolio which is evidence of the students' devising process.
Students will collaborate in groups of 2-6 to create a piece of performance that has a strong vision and stylistic intention. The final performance must also reflect the stimulus and communicate clear meaning to an audience. The supporting portfolio will reflect and analyse the process.

Drama GCSE: Component 1: Devising Drama

Key Knowledge

Students will cover the following over the examination period:
Research and fully understand the context of the stimulus.
Draw from influences to create a strong vision for the project including stylistic ideas and target audience.
Use devised theatre techniques to develop content.
Self-direct to refine material to be performance ready.
Document and analyse the development of the piece.
Reflect and analyse the final performance.

Drama GCSE: Component 3: Performance and Response

May Year 10 – July Year 11

The students will study and perform sections of Willy Russell's Blood Brothers in preparation for section A of the examination paper – taken in May of Year 11.
Students will use practical workshops to help create material for questions on the exam paper next year.
Students will work in the role of actor, designer and director and analyse their practical decisions and suggest ways they would impact an audience. Students will return to this area of study in Year 11.

Drama GCSE: Component 3: Performance and Response

Key Knowledge

Theatre Design Roles; lighting, costume, set and sound designer and technical supporting language that supports these disciplines.
Acting Roles – understanding the physical and vocal choices we make in rehearsal and analysing what they communicate to an audience.
The Role of the Director – having a clear artistic intention and directing other theatre makers in communicating the vision to an audience.

Drama GCSE: Component 2: Presenting and Performing Play Texts September Year 11 – February Year 11

Students will be split into groups and collaboratively select a text to study. Students will prepare 2 sections of the play to showcase performance skills to the examiner. Exam typically the last week of Spring Term 1 or the first week of Spring Term 2 – exact date TBC. Students will also use their research and rehearsals to help them answer 4 questions on a pro forma; original playwright's intentions, vision for the performance, rehearsal and characterisation as well as impact on audience.

Drama GCSE: Component 2: Presenting and Performing Key Knowledge

Students will research; writer's intention, target audience, influences, style, genre, form and structure, context, character's motivations, character relationships. Students will also use a and develop rehearsal strategies to help prepare for performance these might involve on and off text work. Students will reflect and refine their work. Students will carefully select appropriate physical and vocal skills

Drama GCSE: Component 3: Performance and Response September Year 11 – June Year 11

Students will continue their work for the final written exam scheduled in May of Year 11.

Section A: Understanding of how the set text of Blood Brothers by Willy Russell could be performed to communicated considered meaning to an audience.

Section B: A review of a live performance. The performance the group sees varies each year. Students will learn how to analyse difference theatrical aspects of a live theatre.

Drama GCSE: Component 3: Performance and Response Key Knowledge

Theatre Design Roles; lighting, costume, set and sound designer and technical supporting language that supports these disciplines.

Acting Roles – understanding the physical and vocal choices we make in rehearsal and analysing what they communicate to an audience.

The Role of the Director – having a clear artistic intention and directing other theatre makers in communicating the vision to an audience.