



# Curriculum Plan (Drama)

Year 10	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Term 1	<b>Component Three-</b> <b>Set Text DNA</b> <u>DNA by Dennis Kelly</u> Explore the final two acts of the play. Developing knowledge of the characters, themes, language, original performance conditions.	Analysis and evaluation of the text. Focus on the performance and design skills.	Practice questions based on performers, director and designer.	Numeracy: Key dates of when the play was written and first performed Literacy: Able to read individual extracts Key words to describe each character	Curiosity and creativity – Students being to explore and learn and explore about the developing plot of DNA and the themes and moral message of the play.	Year 10 Theatre in Education Primary Touring show December performance	Studying the environment of gang culture and identity.  Exploring the moral within the decisions being made and the effects on all the individual characters.
	Devising Students develop their understanding, knowledge & skills for the course with a key focus on devising. Students complete devising projects putting their skills into practice	Develop devising skills Creativity and imagination	Mock Component 1	Numeracy; Awareness of time limitations for the performances Literacy: Learning lines	Zest -Installing a passion for learning by making connections with the given stimulus and creating an original piece of drama.		Exploring the issue of Persecution in different customs and cultures from the past and assess how they are similar or different from today.



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Term 2	<b>Component One –</b> <b>Devising drama and portfolio coursework</b> <b>Stimulus (Practical)</b> Creating their devising performance based on the given stimulus.	Create imaginative ideas Work inspired by a practitioner Development of characters	Creation of an original devised drama. Group of 3 – 10 to 15 minutes Group of 4 – 20 to 25 minutes	Numeracy: Word limitations for each of the six questions. Limit 333 words per question.	Self control with others – working as a group and taking responsibility for meeting the time requirement.	Summer Production (Year 7 to Year 13 students) July Performance	Opportunities to discuss and explore different issues and from a given stimulus. Forming debates, arguments and discovering different outcomes.
	<b>Portfolio</b> Analyse and evaluate the devising process in their portfolio (2 Hr every 2 Weeks)	Analysis of research Evaluation of performance skills Evaluation of impact upon an audience	Portfolio Logbook (ongoing throughout the creating and developing process)	Literacy: Use key words based on the key areas of; Physical Voice Stage Extended pieces of writing (3,500 words) Writing Structure Quotations and use of referencing	Grit – Tracking the process of developing the drama and constantly analysing the development of the drama.		Opportunities to document different viewpoints and class discussions and making connections with the stimulus and the creation of an original piece of drama.
		Final Component 1 practical examination	Recorded performance 10%		Pride and Self control during the final performance.		Developing pride and self control during the final performance.



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Term 3	<b>Component one – Devising drama and portfolio coursework</b>  Portfolio focus 30% of their final GCSE grade.  First draft and final portfolio deadline.	Analysis of research Evaluation of performance skills Evaluation of impact upon an audience	Submission of first draft of the portfolio.  Submission of first draft of the portfolio. 30%	Numeracy: Word limitations for each of the six questions. Limit 333 words per question.  Literacy: Use key words based on the key areas of; Physical Voice Stage  Extended pieces of writing (3,500 words) Writing Structure Quotations and use of referencing	Self control with learning – Taking responsibility for their work. Ensuring they understand the concepts covered and ask for help if stuck.  Gratitude- Using written and oral feedback to improve upon their written responses.		Documenting the issues raised within the devised drama and commenting how this has an effect in modern society and how it would impact upon a contemporary audience.
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