



# Curriculum Plan (Drama)

| Year 10 | Knowledge<br>(Topics covered, NC links)  | Subject Skills  | Key Assessment   | Literacy and Numeracy  | School values<br>(Attitude / Achievement / Community / Endeavour)   | Extra curricular opportunities   | Personal development<br>(Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
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| Term 1  | <b>Component Three-</b><br><br><b>Set Text DNA</b><br><u>DNA by Dennis Kelly</u><br><br>Explore the final two acts of the play. Developing knowledge of the characters, themes, language, original performance conditions. | Analysis and evaluation of the text.<br><br>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<br><br>Literacy: Able to read individual extracts<br><br>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 | <p>Studying the environment of gang culture and identity.</p> <p>Exploring the moral within the decisions being made and the effects on all the individual characters.</p>                     |
|         | <br><br><b>Devising</b><br><br>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<br>Creativity and imagination                                   | Mock Component 1   | Numeracy; Awareness of time limitations for the performances<br><br>Literacy: Learning lines   | Zest -Installing a passion for learning by making connections with the given stimulus and creating an original piece of drama.                            |  | <p>Exploring the issue of Persecution in different customs and cultures from the past and assess how they are similar or different from today.</p>   |



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| Term 2 | <b>Component One –</b><br><br><b>Devising drama and portfolio coursework</b><br><br><b>Stimulus (Practical)</b><br><br>Creating their devising performance based on the given stimulus. | Create imaginative ideas<br>Work inspired by a practitioner<br>Development of characters          | Creation of an original devised drama.<br>Group of 3 – 10 to 15 minutes<br>Group of 4 – 20 to 25 minutes | Numeracy:<br>Word limitations for each of the six questions.<br>Limit 333 words per question.  | Self control with others – working as a group and taking responsibility for meeting the time requirement.  | <b>Summer Production</b><br>(Year 7 to Year 13 students)<br>July Performance | Opportunities to discuss and explore different issues and from a given stimulus. Forming debates, arguments and discovering different outcomes.               |
|        | <b>Portfolio</b><br><br>Analyse and evaluate the devising process in their portfolio (2 Hr every 2 Weeks)   | Analysis of research<br>Evaluation of performance skills<br>Evaluation of impact upon an audience | Portfolio Logbook (ongoing throughout the creating and developing process)                               | Literacy:<br>Use key words based on the key areas of;<br>Physical Voice<br>Stage<br>Extended pieces of writing (3,500 words)<br>Writing Structure<br>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 | <p><b>Component one –</b><br/><b>Devising drama and portfolio coursework</b><br/><br/>Portfolio focus 30% of their final GCSE grade.<br/><br/>First draft and final portfolio deadline.</p> | <p>Analysis of research<br/>Evaluation of performance skills<br/>Evaluation of impact upon an audience</p> | <p>Submission of first draft of the portfolio.<br/><br/>Submission of first draft of the portfolio.<br/>30%</p> | <p>Numeracy:<br/>Word limitations for each of the six questions.<br/>Limit 333 words per question.</p> <p>Literacy:<br/>Use key words based on the key areas of;<br/>Physical<br/>Voice<br/>Stage</p> <p>Extended pieces of writing (3,500 words)<br/>Writing<br/>Structure<br/>Quotations and use of referencing</p> | <p>Self control with learning – Taking responsibility for their work. Ensuring they understand the concepts covered and ask for help if stuck.</p> <p>Gratitude- Using written and oral feedback to improve upon their written responses.</p> |  | <p>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.</p> |
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