

**KS4 Curriculum- GCSE Drama: Years 10/11**

KS4 GCSE: Year 10						
Key info:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Lessons per week:</b>  (2 hours per week)</p>	<p><b><u>Component 1 – Devising 40%</u></b></p> <p>In this scheme students are introduced to three stimuli that each give a different perspective of WWII &amp; the Holocaust. Students use these stimuli as initial inspiration, before conducting wider independent research to create a devised piece of theatre &amp; a portfolio coursework which documents the production process.</p> <p>The focus of this scheme is to use the Vocal &amp; Physical skills taught in KS3 &amp; apply them to a devised piece, influence by stimuli &amp; research, that incorporates dramatic techniques &amp; styles of a key practitioner(s) e.g. Brecht Frantic Assembly or Stanislavski.</p> <p>Regarding the portfolio, students must demonstrate the production process in written form, explaining their artistic choices &amp; methodologies to create a piece of devised group work.</p> <p>After initial introduction sessions, time is divided between devising &amp; portfolio lessons. (2x Devising / 1x Portfolio coursework lesson and 1x coursework type up lesson in the computer room per fortnight).</p>				<p><b><u>Component 2 – Scripted Performance 20%</u> &amp; <u>Component 3 – Written Exam 40%</u></b></p> <p>In this term the lessons are divided into Component 2 &amp; 3.</p> <p><b>Component 2:</b> Pupils are introduced to their scripted extracts that they will perform for their component 2 exam in March. Pupils perform 2x extracts from the same play text provided to students by the teacher. They are then externally assessed on use of vocal &amp; physical skills when bringing the text to life &amp; will include myriad techniques learnt in KS3.</p> <p><b>Component 3-Section A:</b> Year 10s are reminded of the plot, characters, themes and story of “An Inspector Calls” which acts as their <b>Section A - Set Text for Component 3</b>. Students are taught how to analyse the text and response in role as a performer, director and designer.</p> <p><b>Component 3- Section B:</b> Students are taken to the theatre to see their ‘Live Review’ performance, this performance is compulsory for students but will change each year depending on what is appropriate and available at the theatre. The intention here is for students to learn the skills necessary to critique a piece of theatrical work. They answer 2x questions about the performance.</p>	
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• <b>Portfolio (30% - 45 marks)</b></li> <li>• <b>Devised performance (10% - 15 marks)</b></li> </ul> <p>Submission – End of spring 2</p>				<ul style="list-style-type: none"> <li>• <b>Practice papers for written exam sections A &amp; B (40%)</b></li> <li>• <b>Mock Assessment of scripted performances (20%)</b></li> </ul>	
<p><b>Independent Work</b></p>	<ul style="list-style-type: none"> <li>• Students will work independently when creating the Comp 1 devised pieces &amp; rehearsal of scripted text.</li> <li>• Apply feedback to performances (Comps 1 &amp; 2) and written work (Component 1 Portfolio &amp; Comp 3 Written exam)</li> </ul>					
<p><b>Key Knowledge covered in year 10</b></p>	<ul style="list-style-type: none"> <li>• Devising from stimuli inspiration.</li> <li>• Using tropes &amp; techniques from a key practitioner.</li> <li>• Write a production portfolio which journals the creative process.</li> <li>• Review a live performance.</li> <li>• Develops KS3 knowledge of vocal &amp; physical skills to perform a scripted text.</li> <li>• To gain an understanding of the social, historical and cultural context of the stimuli. Scripts are also used to help develop understanding of people different from ourselves and historical periods. The schemes are designed to help gain an understanding of the world and challenges.</li> <li>• Opportunities are given to offer opinions and justify ideas.</li> <li>• Chance to use a range of social skills when working with others. Exploring theories and different beliefs.</li> </ul>					