

Curriculum Intent, Implementation and Impact 2019-20

Subject GCSE DRAMA ((<https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/>))

Year group: 10

Periods per fortnight: 6

INTENT: To give students the opportunity to explore Drama from a range of perspectives:

- By devising their own, original work;
- By bringing to life the work of a playwright;
- As theatre reviewers,
- Developing their own thoughts on what makes drama and theatre successful;
- As creative artists building and bringing a character to life through exploration and rehearsal.

IMPLEMENTATION:

| Term | Topics studied Add dates and any assessments included | Extended learning opportunities (homework, controlled assessments, field work, trips etc.) | How parents could support students |
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| Autumn Term | <p><u>Exam Unit Three</u></p> <p><u>Blood Brothers – a practical exploration</u></p> <p>Introduction of exam questions</p> <p>THEATRE WORKSHOP & Performance – SPLENDID THEATRE COMPANY – 'DR FOUSTUS' & DEVSING WORKSHOP</p> <p>Planning for theatre review questions.</p> <p><u>Assessment</u> <u>Exam Questions for unit 3</u></p> | <p><u>Homework:</u></p> <ol style="list-style-type: none"> 1. Rehearsals – minimum 1 hour per week 2. Rehearsal notes completed 3. Revising Blood Brothers. <p><u>Google Classroom</u></p> <ol style="list-style-type: none"> 1. Links to different forms of the performance. | <ul style="list-style-type: none"> - Theatre trips - Exam revision book available to buy from reprographics - Rehearsals are important so supporting students to be able to stay after school for rehearsals. - |
| Spring Term | <p><u>Exam Unit Two – Text focus Practice</u></p> <ol style="list-style-type: none"> 1. DNA – working through text 2. Groups decided and performance section chosen 3. Focus on monologue/duologue. 4. Continued written exam revision on Blood Brothers. <p><u>Assessment:</u></p> <p>March 2019 – Group Performance videoed</p> <p>Monologue/duologue videoed</p> | <p><u>Homework:</u></p> <ul style="list-style-type: none"> - Rehearsals each week (minimum of one hour) - Notes made on the rehearsals - All sheets are kept on Google classroom - Self-assessments using video - Workshops and rehearsals written up. <p><u>Google Classroom</u></p> <ul style="list-style-type: none"> - Examples of portfolios already examined placed on google classroom - Videos of rehearsals | <ul style="list-style-type: none"> - Theatre trips - Exam revision book available to buy from reprographics - Rehearsals are important so supporting students to be able to stay after school for rehearsals. - - |

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| | Exam questions – Blood Brothers INTRODUCTION OF EXAM PAPER FOR 2020 – STUDENTS TO PREPARE FOR SUMMER TERM | available for review | |
| Summer Term | <p><u>EXAM Unit One –</u> Exploration of stimulus developing work towards -</p> <p>Students will be performing their devised exam pieces – (10% of final exam) Portfolio will be completed (20% of final exam)</p> <p><u>Assessment</u> July 2020 – unit one exam completed</p> | <p><u>Homework:</u></p> <ol style="list-style-type: none"> 4. Rehearsals – minimum 1 hour per week 5. Rehearsal notes completed 6. Revising Blood Brothers. <p><u>Google Classroom</u></p> <ol style="list-style-type: none"> 2. Links to different forms of the performance. | <ul style="list-style-type: none"> - Theatre trips - Exam revision book available to buy from reprographics - Rehearsals are important so supporting students to be able to stay after school for rehearsals. - |

IMPACT:

By having the video assessments organised separately for each of the performances the students should have time to work reflectively through each piece methodically and focus on the criteria for each aspect of the GCSE.

Students will increase their ambition as they use this time to reflect and review and realise that by breaking the course into the clear areas they have the ability to achieve.

Breaking down the written work into separate sections will allow students to develop the confidence to discuss and evaluate the aspects of performance and text seen throughout.

By having a strong rehearsal ethic encouraged through classwork and through continuous homework students should be able to develop the resilience they need to produce the performances in year 11.