

Curriculum Intent, Implementation and Impact 2019-20

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

Year group: 9

Periods per fortnight: 5

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
Autumn Term	<p><u>Introduction to Exam Drama</u></p> <ol style="list-style-type: none"> 1. Exploring a range of skills and techniques linked to devising 2. Text work – ‘Mobile Phone’ looking at annotation/performance with a text/learning lines/semiotics and proxemics 3. Brecht workshop and SPLENDID theatre production. <p><u>Assessment:</u></p> <p>Dec 2018 – Group Performance of text videoed Annotated script presented Rehearsal notes given in</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"> - Videos of rehearsals available for review - Rehearsal log examples 	<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>An introduction to Unit One</u></p> <p>Introduction of mock exam question planning for performance work Exploring all stimulus on paper Writing for an exam portfolio</p> <p><u>Assessment</u> <u>Portfolio assessment one</u> <u>Video of devised work</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. Research into all stimulus <p><u>Google Classroom</u></p> <ol style="list-style-type: none"> 1. Links to different forms of the performance. 2. Portfolio examples 3. Exam examples <p>Depending on theatre availability trip planned to look at unit 3 section 2 –</p>	<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. -

		theatre review.	
Summer Term	<p><u>Unit Three introduction to Exam requirements including text and theatre review questions</u></p> <ol style="list-style-type: none"> 1. Blood Brothers 2. Exploring performance aspects of the text 3. Exploring technical aspects of production 4. Introduction to staging/lighting/costume and setting in a practical form <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Presentation of staging 2. Performing a section from text 3. Creating a costume from the text. 	<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. 4. Design work – costume/staging/lighting & set <p><u>Google Classroom</u></p> <ol style="list-style-type: none"> 1. Links to different forms of the performance. 2. All homework support will be placed on Google classroom as will links to useful youtube versions of the script. <p>Depending on theatre availability trip planned to look at unit 3 section 2 – theatre review.</p>	<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.