

# Landau Learner Curriculum Overview

Subject: GCSE Drama

Lead by: Miss A Wrampling

Year: 10

| Curriculum organisation  |  |   |  |   |
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| Students are taught in mixed-gender, mixed ability groups for 5 sessions a fortnight. AQA is the exam board the GCSE in Drama follows.   |  |   |  |   |
| What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*  |  |   |  |   |
| Term 1:  | Term 2:  | Term 3:   | Term 4:  | Term 5:   |
| Student will begin their Devising Unit, reflecting on their practice of this unit in Y9. 4 stimuli will be given and they will pick 1 to develop an original piece of drama from.  | Students will look at exemplar devising logs to support them in their written work. They will organise an extract from their piece to perform at the Christmas concert, which they use the feedback from as they finish shaping the piece  | Students watch back their performance at the Christmas concert and re-evaluate the direction it is taking. Students will finish their devised piece and perform the final version and complete all accompanying written work.   | Practical exploration of Noughts and Crosses – the set text for the written exam. (Unit 1 of the GCSE). Students will work on a whole class production of this to understand the demands of the different characterisations needed.  | Students will complete written work on tackling the text in preparation for their written exam. They will do a final performance for an audience which will be recorded and watched back for evaluation.  |
| <p>*Links: <b>National Curriculum:</b> pupils should be able to read easily, fluently and with good understanding; appreciate rich and varied literary heritage. Students should study setting, plot, and characterisation, and the effects of these, and understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations</p> <p><b>GCSE Drama Specification:</b> ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills and choose one or more genres or performance styles for their devised piece (3.2.1 &amp; 3.2.2)</p> <p><b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills. Students also get the opportunity to develop and practise life skills such as</p> | <p>*Links: <b>National Curriculum:</b> pupils should be able to read easily, fluently and with good understanding; appreciate rich and varied literary heritage. Students should study setting, plot, and characterisation, and the effects of these, and understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations</p> <p><b>GCSE Drama Specification:</b> ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills and choose one or more genres or performance styles for their devised piece (3.2.1 &amp; 3.2.2)</p> <p><b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills. Students also get the opportunity to develop and practise life skills such as</p> | <p>*Links: <b>National Curriculum:</b> pupils should be able to read easily, fluently and with good understanding; appreciate rich and varied literary heritage. Students should study setting, plot, and characterisation, and the effects of these, and understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations</p> <p><b>GCSE Drama Specification:</b> ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills and choose one or more genres or performance styles for their devised piece (3.2.1 &amp; 3.2.2)</p> <p><b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills. Students also get the opportunity to develop and practise life skills such as presentation skills. These skills support our quest to develop confidence in young people.</p> | <p>*Links: <b>National Curriculum:</b> pupils should be able to read easily, fluently and with good understanding; appreciate rich and varied literary heritage. Pupils should read a wide range of fiction, including in particular whole books. Students should study setting, plot, and characterisation, and the effects of these, and understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations</p> <p><b>GCSE Drama Specification:</b> Students must study and explore practically one set play and develop knowledge and understanding) of the characteristics and context of the whole play, and explore ideas for how the play may be interpreted practically. (3.1.2)</p> <p><b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills. Students also get the opportunity to develop and practise life skills such as presentation skills. Students also get the opportunity to develop and practise</p> | <p>*Links: <b>National Curriculum:</b> pupils should be able to read easily, fluently and with good understanding; appreciate rich and varied literary heritage. Students should study setting, plot, and characterisation, and the effects of these, and understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations</p> <p><b>GCSE Drama Specification:</b> : Students must study and explore practically one set play and develop knowledge and understanding) of the characteristics and context of the whole play, and explore ideas for how the play may be interpreted practically. (3.1.2)</p> <p><b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills. Students also get the opportunity to develop and practise life skills such as presentation skills. These skills support our quest to develop confidence in young people.</p> |

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| <b>Equipment needed for sessions:</b>   | <b>What can you do to support your child?</b>  |
| Students need to wear clean indoor trainers. Students need their pencil case and their planner. Students required to access materials from the IC at time and this and all homework's to be brought to sessions     | Ensure they have the correct kit and complete all homework and are bringing it to sessions. Ask your child to share what they are studying and show you their homework. Taking them to the theatre both widens their experiences and supports them for their written exam – as they have to write about live theatre seen. |
| <b>How will learning be assessed and progress measured?</b>   | <b>Extension and enrichment activities:</b>  |
| Through tutor observation and regular verbal and written feedback. Formal performance assessments in front of their peers and in public performances. Written work completed in files for the different exam units. | All students are encouraged to attend Drama Group extension 3.30-4.30pm on Wednesdays or Thursdays. Performances both within College and in the local community. Opportunities to visit the theatre to not only widen their experience but in preparation for their written exam.  |