



Sir Thomas Fremantle

Year 11 Curriculum: Drama

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| Rationale | <p>The GCSE Drama curriculum at STFS is designed to inspire and engage all learners in exploring drama and theatre. Its ambitious content and high expectations promote thought provoking discussions and develop student's confidence. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. The specification is designed to give students as much opportunity as possible to participate practically both in devising and exploring texts. GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. The study of the texts allows students to develop knowledge and understanding of the characteristics and context of the whole play and explore ideas for how the play may be interpreted practically. The AQA GCSE Drama curriculum is ideal for able students, who are both practically strong and academically able. To allow all students to access the course and make progress, model answers, writing frames and intervention is identified where appropriate.</p> |
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| | Autumn 1- | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Knowledge | Component 2: Rehearsals and devising Logs | Component 2: Recorded performance and devising logs | Component 1 and 3: Research and rehearsals Revision | Component 3: Rehearsals and visiting examiner | Component 1: Revision Mock examination | Component 1: Summer examination |
| Skills | Component 1 Characteristics of performance text and dramatic work Social, cultural and historical contexts How meaning is interpreted and communicated Drama and theatre terminology and how to use it appropriately The roles and responsibilities of theatre makers in contemporary professional practice | | Component 2 Carry out research Develop their own ideas Collaborate with others Rehearse, refine and amend their work in progress Analyse and evaluate their own process of creating devised drama. | | Component 3 Interpret texts Create and communicate meaning Realise artistic intention in text-based drama. | |
| Assessment | Work-in progress performance | Recorded performance and devising logs | Knowledge Test | Final Examined Performance | Practice Papers | N/A |