



Sir John Cass Red Coat School Programme of Study – Key Stage 4
Subject: Drama

Year 10	Year 11
<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Autumn Term: Introduction to GCSE Edexcel Drama Exploration of a theme Exploration of a play text</p> <p>Spring Term: Mock Unit One Assessment</p> <p>Summer Term: Unit One Assessment</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Autumn Term: Preparation for Unit Three: Devising</p> <p>Spring Term: Unit Two Assessment</p> <p>Summer Term: Unit Three Assessment</p>
<p><u>Skills Development & Expected Progress:</u></p> <p>Key Skills</p> <ul style="list-style-type: none"> - Still image - Thought-tracking - Narrating - Hot-seating - Role-play - Cross-cutting - Forum Theatre - Marking the moment - Evaluation <p>Expected Progress by the end of Year 10</p> <ul style="list-style-type: none"> - To begin to analyse and evaluate the creative decisions made within the rehearsal process - To employ explorative strategies in order to consider topics, themes, issues, play texts and performance - To begin to consider theatre from a holistic perspective, discussing the role of drama medium in communicating to an audience - To devise short scenes to explore a range of text, image and prop stimuli - To sustain character through voice and physicality 	<p><u>Skills Development & Expected Progress:</u></p> <p>Key Skills</p> <ul style="list-style-type: none"> - Devising from a stimulus - Varying the structure of a performance for audience effect - Developing and sustaining character - Exploring the key themes of a text - Evaluation - Working in small groups, independent of teacher instruction <p>Expected Progress by the end of Year 11</p> <ul style="list-style-type: none"> - To analyse and evaluate the creative decisions made within the rehearsal process with specificity and detail. - To consider the way that a performances staging and structure impacts on audience effect - To consider theatre from a holistic perspective, discussing the role of drama medium in communicating to an audience - To devise a complete performance from a given stimulus - To develop a character vocally, physically and intellectually - To discuss, both verbally and within written work, the effects of drama mediums on the story told within a performance

<ul style="list-style-type: none"> - To discuss, both verbally and within written work, the effects of drama mediums on the story told within a performance - To use stylised and naturalistic acting styles 	<ul style="list-style-type: none"> - To use stylised and naturalistic acting styles for specific effect
<p><u>Assessment:</u></p> <p>Students will perform to the rest of their class in the majority of their lessons, which will be evaluated by their peers and teacher. In addition to this, students will be given a formal practical assessment every half term, which will be judged according to the GCSE criteria. Written reflections and performance evaluations will be assessed formally once every three weeks.</p>	
<p><u>Literacy:</u></p> <p>Through the use of script and novel exploration students practise reading, interpreting and inferring information. Students are introduced to subject-specific terminology, as well as language designed to widen their general vocabulary.</p> <p>Students' verbal literacy is developed through evaluation of performances and small-group work. They are expected to contribute ideas to class discussions, as well as sharing their opinions, using appropriate terminology.</p> <p>The majority of homework tasks involve essay or reflective writing, and students will be set literacy targets and corrections as appropriate.</p>	
<p><u>Numeracy:</u></p> <p>Group work, time management and sequencing.</p>	
<p><u>ICT:</u></p> <p>Stage lighting, independent research, power point, using cameras.</p>	
<p><u>Life in Modern Britain:</u></p> <p>Focus on civil rights (To Kill a Mockingbird), Democracy (Votes for Women), tolerance (Blood Brothers). All group work and activities promotes tolerance and mutual respect for others and their beliefs. The use of play texts also encourages critical thinking, discussion of controversial issues to develop thought provoking drama.</p>	
<p><u>SMSC:</u></p> <p>The Drama Department offer a range of spiritual, moral, social and cultural experiences through drama lessons and extra-curricular activities:</p> <p>Spiritual development in drama involves selection of texts and topics through which students develop a growing sense of how ideology contributes to personal identity. They will consider the notion of empathy when exploring play texts and performances created.</p> <p>Moral development is addressed through asking students to consider character choices and actions, debating whether these are morally correct or justified.</p> <p>Social development is practised through small and large group work and class discussion.</p> <p>Cultural development in drama takes the form of exploring historical events and current social issues.</p>	

Meeting the needs of individual students & Additional Support:

During practical lessons students will be grouped according to their ability. Often, most able students will be given an additional responsibility within their mixed ability groups, and will therefore support less able students. Occasionally students will be grouped with others with similar needs. This enables the class teacher to set variations of the same task in order to challenge all capabilities.

Similarly, students with a thorough understanding of the topic or skill being practised will often be asked to explain or perform to less able students, in order to address misunderstandings.

In terms of differentiation for written tasks, extension tasks and individual targets help ensure that all students are being challenged appropriately.

Extra-Curricular Activities & Club:

This academic year, Year 10 students have been selected to participate in the Old Vic Schools Club. This enables the GCSE class to watch four performances and attend pre-show workshops exploring the themes of each text free of charge. Extension classes also operate for all KS4 students on a fortnightly basis.

Students are also encouraged to audition for the twice-annual school production.

Independent Study/ Homework:

The majority of homework tasks involve essay or reflective writing, and students will be set literacy targets and corrections as appropriate.

Resources for Learning Support and VLE:**Websites to support learning:**

<http://www.edexcel.com/quals/gcse/gcse09/drama/Pages/default.aspx>

<http://www.oldvictheatre.com/oldvicnewvoices/education/schools-club/>

<http://www.bbc.co.uk/education/subjects/zbckjxs>