

YEAR GROUP: 10: Edexcel GCSE Drama

Component 1: Devising	Component 2: Scripted	Component 3: Theatre Makers in Practise	Social, Moral, Spiritual, Cultural	Oracy
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AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7

Unit description	<ul style="list-style-type: none"> Component 2 <p>5/5 Working from a script: <u>The 39 Steps</u>. Students will learn about the context of the play and the acting/design skills needed to stage a successful performance.</p> <p>Intent: To prepare students for the GCSE Component 2 by demonstrating the depth in which texts should be studied and preparing a performance of an extract. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of style and genre (spy thriller, multi role play, comedy)</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p>	<ul style="list-style-type: none"> Component 1 <p>3/5 Introduction to Devising: Style Workshops (2 lessons per style); Epic Theatre Physical Theatre Theatre of Cruelty Theatre of the Absurd</p> <p>Students will workshop ideas for the stimulus, learning about the context, working in different groups and exploring different styles. Students keep a log of workshops completed in preparation for the <u>coursework</u>.</p> <p>Intent: To prepare students for the GCSE Component 1 by broadening their knowledge of Practitioners and theatrical styles; and introducing the requirements for the written coursework. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of Practitioner’s and styles.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p> <ul style="list-style-type: none"> Component 3 <p>2/5 <u>The Crucible</u>. Students will develop knowledge of the context of the play and how this has shaped the writing and the way in which the play is received by an audience. Students gain performance and design experience of Act 1.</p> <p>Intent: To prepare students for the GCSE Component 2 by</p>	<ul style="list-style-type: none"> Component 1 <p>3/5 Introduction to Devising: Style Workshops (2 lessons per style);</p> <ul style="list-style-type: none"> Epic Theatre Physical Theatre Theatre of Cruelty The Paper Birds <p>Students will workshop ideas for the stimulus, learning about the context, working in different groups and exploring different styles. Students keep a log of workshops completed in preparation for the <u>coursework</u>.</p> <p>Intent: To prepare students for the GCSE Component 1 by broadening their knowledge of Practitioners and theatrical styles; and introducing the requirements for the written coursework. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of Practitioner’s and styles.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p> <ul style="list-style-type: none"> Component 3 <p>2/5 <u>The Crucible</u>. Students will develop knowledge of the context of the play and how this has shaped the writing and the way in which the play is received by an audience. Students gain performance and design experience of Act 2.</p>	<ul style="list-style-type: none"> Component 1 <p>2/5 <u>Devising</u>: Students put into exam groups and devise their final piece. Their written and practical work will make up 40% of their official GCSE</p> <p>1/5 <u>Devising Portfolio</u>: Students begin to prepare answer in response to the coursework questions.</p> <p>Intent: To prepare students for the GCSE Component 1 by developing skills for producing the performance and written coursework. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of Practitioner’s and styles.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p> <ul style="list-style-type: none"> Component 3 <p>1/5 <u>The Crucible</u>. Students will develop knowledge of the context of the play and how this has shaped the writing and the way in which the play is received by an audience. Students gain performance and design experience of Act 2.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the ‘The Crucible’ and using this to develop concepts for performing, directing and designing the play. To develop Oracy and SMSC.</p> <p>Substantive: Developing knowledge of the context for <u>The Crucible</u> and</p>	<ul style="list-style-type: none"> Component 1 <p>2/5 <u>Devising</u>: Students put into exam groups and devise their final piece. Their written and practical work will make up 40% of their official GCSE</p> <p>1/5 <u>Devising Portfolio</u>: Students begin to prepare answer in response to the coursework questions.</p> <p>Intent: To prepare students for the GCSE Component 1 by developing skills for producing the performance and written coursework. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of Practitioner’s and styles.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p> <ul style="list-style-type: none"> Component 3 <p>1/5 <u>The Crucible</u>. Students will develop knowledge of the context of the play and how this has shaped the writing and the way in which the play is received by an audience. Students gain performance and design experience of Act 2.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the ‘The Crucible’ and using this to develop concepts for performing, directing and designing the play. To develop Oracy and SMSC.</p>	<ul style="list-style-type: none"> Component 1 <p>3/5 Preparation for final <u>devising</u> exam and work on <u>devising</u> portfolio.</p> <p>Intent: To prepare students for the GCSE Component 1 by developing skills for producing the performance and written coursework. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of Practitioner’s and styles.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p> <ul style="list-style-type: none"> Component 3 <p>2/5 Preparation and response to Year 10 written exam.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the ‘The Crucible’ and using this to develop concepts for performing, directing and designing the play. To develop Oracy and SMSC.</p> <p>Substantive: Developing knowledge of the context for <u>The Crucible</u> and approaches to performing, directing and designing.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions. Literacy skills – responding to Drama exam questions (writing detailed practical examples).</p>
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		<p>demonstrating the depth in which texts should be studied and mirroring the assessment format. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of style and genre (spy thriller, multi role play, comedy)</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p>	<p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the 'The Crucible' and using this to develop concepts for performing, directing and designing the play. To develop Oracy and SMSC.</p> <p>Substantive: Developing knowledge of the context for <u>The Crucible</u> and approaches to performing, directing and designing.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions. Literacy skills – responding to Drama exam questions (writing detailed practical examples).</p>	<p>approaches to performing, directing and designing.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions. Literacy skills – responding to Drama exam questions (writing detailed practical examples).</p> <p>1/5 <u>LPE</u> Students will develop a revision pack for their chosen performance.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the 'Live Theatre' performance and decoding the choices made regarding performing, directing and designing the play.</p> <p>Substantive: Developing knowledge of the context for 'The Live Theatre Performance' and approaches to performing, directing and designing.</p> <p>Disciplinary: Literacy skills – writing a review. Understanding style, genre and conventions.</p>	<p>Substantive: Developing knowledge of the context for <u>The Crucible</u> and approaches to performing, directing and designing.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions. Literacy skills – responding to Drama exam questions (writing detailed practical examples).</p> <p>1/5 <u>LPE</u> Students will develop a revision pack for their chosen performance.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the 'Live Theatre' performance and decoding the choices made regarding performing, directing and designing the play.</p> <p>Substantive: Developing knowledge of the context for 'The Live Theatre Performance' and approaches to performing, directing and designing.</p> <p>Disciplinary: Literacy skills – writing a review. Understanding style, genre and conventions.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment</p>	<p>Assessment 1: Written 'Communication of Intention' document.</p> <p>Further detail on the PowerPoints and marksheets.</p>	<p>Assessment 2: Students will complete a 4 and 6 mark question on <u>The Crucible</u>.</p> <ul style="list-style-type: none"> Component 1 <p>Further detail on the PowerPoints and marksheets.</p>	<p>Assessment 1: Students will complete a 9 and 12 mark question on <u>The Crucible</u>.</p> <p>Further detail on the PowerPoints and marksheets.</p>	<p>Assessment 1: Students will complete a 6 mark and 9 mark <u>LPE</u> question.</p> <p>Further detail on the PowerPoints and marksheets.</p>	<p>Assessment 1: Mock devising exam.</p> <p>Assessment 2: Students will complete a 12 mark question on <u>The Crucible</u>.</p> <p>Further detail on the PowerPoints and marksheets.</p>	<p>Assessment 1: Performance of Devised piece.</p> <p>Assessment 2: Year 10 Written Exam.</p> <p>Further detail on the PowerPoints and marksheets.</p>

YEAR GROUP: 11: Edexcel GCSE Drama

Component 1: Devising	Component 2: Scripted	Component 3: Theatre Makers in Practise	Social, Moral, Spiritual, Cultural	Oracy
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Unit description	<ul style="list-style-type: none"> Component 1 <p>1/4 <u>Devising Portfolio</u>: Students prepare their final draft of the coursework.</p> <p>Intent: To prepare students for the GCSE Component 1 by developing skills for producing the written coursework.</p> <p>Disciplinary: literacy – writing to fulfil assessment criteria.</p> <ul style="list-style-type: none"> Component 2 <p>1/4 Introduction to play texts:</p> <ul style="list-style-type: none"> ➤ Shakers ➤ Bouncers ➤ The Curious Incident of the Dog in the Night-time ➤ Be My Baby ➤ The Long Road ➤ The 39 Steps ➤ Blood Brothers ➤ Too Much Punch for Judy ➤ 4.48 Psychosis <p>Groups and texts are finalised and students are guided through the process of staging/designing for their play.</p> <p>Intent: To prepare students for the GCSE Component 2 by ensuring the depth in which the chosen text is studied. Preparing for the performance of two extracts. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of style and genre.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p>	<ul style="list-style-type: none"> Component 2 <p>2/4 Students continue to work on the staging / design of their <u>scripted pieces</u>.</p> <p>Intent: To prepare students for the GCSE Component 2 by ensuring the depth in which the chosen text is studied. Preparing for the performance of two extracts. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of style and genre.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p> <ul style="list-style-type: none"> Component 3 <p>2/4 <u>The Crucible</u>. Students will develop knowledge of the context of the play and how this has shaped the writing and the way in which the play is received by an audience.</p> <p>Students gain performance and design experience of Act 4.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the ‘The Crucible’ and using this to develop concepts for performing, directing and designing the play. To develop Oracy and SMSC.</p> <p>Substantive: Developing knowledge of the context for <u>The Crucible</u> and approaches to performing, directing and designing.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and</p>	<ul style="list-style-type: none"> Component 2 <p>2/4 Mock Scripted exam preparation</p> <p>Intent: To prepare students for the GCSE Component 2 by ensuring the depth in which the chosen text is studied. Preparing for the performance of two extracts. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of style and genre.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p> <ul style="list-style-type: none"> Component 3 <p>1/4 <u>The Crucible</u>. Students will complete retrieval tasks and complete practise questions.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the ‘The Crucible’ and using this to develop concepts for performing, directing and designing the play. To develop Oracy and SMSC.</p> <p>Substantive: Developing knowledge of the context for <u>The Crucible</u> and approaches to performing, directing and designing.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions. Literacy skills – responding to Drama exam questions (writing detailed practical examples).</p>	<ul style="list-style-type: none"> Component 2 <p>1/4 Final Scripted exam preparation</p> <p>Intent: To prepare students for the GCSE Component 2 by ensuring the depth in which the chosen text is studied. Preparing for the performance of two extracts. To develop Oracy and SMSC.</p> <p>Substantive: Developing understanding of style and genre.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions.</p> <ul style="list-style-type: none"> Component 3 <p>2/4 <u>The Crucible</u>: Students will complete retrieval tasks and complete practise questions.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the ‘The Crucible’ and using this to develop concepts for performing, directing and designing the play. To develop Oracy and SMSC.</p> <p>Substantive: Developing knowledge of the context for <u>The Crucible</u> and approaches to performing, directing and designing.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions. Literacy skills – responding to Drama exam questions (writing detailed practical examples).</p> <p>1/4 <u>LPE</u>:</p>		
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	<ul style="list-style-type: none"> Component 3 <p>2/4 <u>The Crucible</u>. Students will develop knowledge of the context of the play and how this has shaped the writing and the way in which the play is received by an audience.</p> <p>Students gain performance and design experience of Act 3.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the 'The Crucible' and using this to develop concepts for performing, directing and designing the play.</p> <p>To develop Oracy and SMSC.</p> <p>Substantive: Developing knowledge of the context for <u>The Crucible</u> and approaches to performing, directing and designing.</p> <p>Disciplinary: Collaboration, Rehearsal, Refinement, Delivery. Understanding style, genre and conventions. Literacy skills – responding to Drama exam questions (writing detailed practical examples).</p>	<p>conventions. Literacy skills – responding to Drama exam questions (writing detailed practical examples).</p>	<p>1/4 LPE: Students will complete retrieval tasks and complete practise questions.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the 'Live Theatre' performance and decoding the choices made regarding performing, directing and designing the play.</p> <p>Substantive: Developing knowledge of the context for 'The Live Theatre Performance' and approaches to performing, directing and designing.</p> <p>Disciplinary: Literacy skills – writing a review. Understanding style, genre and conventions.</p>	<p>Students will complete retrieval tasks and complete practise questions.</p> <p>Intent: To prepare students for the GCSE Component 3 by understanding the context of the 'Live Theatre' performance and decoding the choices made regarding performing, directing and designing the play.</p> <p>Substantive: Developing knowledge of the context for 'The Live Theatre Performance' and approaches to performing, directing and designing.</p> <p>Disciplinary: Literacy skills – writing a review. Understanding style, genre and conventions.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment</p>	<p>Assessment 1: Students will complete a 4, 6 and 9 mark question on <u>The Crucible</u>.</p> <p>Further detail on the PowerPoints and marksheets.</p>	<p>Assessment 1: Students will complete a 12 and 14 mark question on <u>The Crucible</u>.</p> <p>Further detail on the PowerPoints and marksheets.</p>	<p>Assessment 1: Mock Scripted Assessment.</p> <p>Assessment 2: Students will complete a 6 mark and 9 mark LPE question.</p> <p>Further detail on the PowerPoints and marksheets.</p>			

KS4 Drama >Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Year 10 'Devising' and Year 11 'Scripted' - Exploration of character work encouraging students to draw connections between themselves and other people.

Year 10 and 11 'The Crucible' - Consideration of the impact of social, cultural, historical and political context upon characters and their actions.

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

Year 10 and 11 'The Crucible' – learn about the Salem Witch Trials in which people chose to martyr themselves for what is right.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Year 10 'Devising' and Year 11 'Scripted Drama' – Using music to create an emotive, reflective response from the audience.

Encouraging creative expression to connect with the inner self and the transcendent.

Year 10 'Devising' and Year 11 'Scripted Drama' – Use of stylised and abstract theatre to focus upon emotional experience and to present life and death issues.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

KS4 - Development of group work skills and building bonds with other class members.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Year 10 and 11 'The Crucible' – Considering the moral decisions made by the characters.

Promoting open-ended investigations rather than just seeking right answers.

KS4 - Presenting students with tasks that invite a range of responses and forms of communication.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

KS4 - Engaging in practical activities in lessons.

Year 10 and 11 'Live Performance Evaluation' - Experiencing live theatre in lessons and the opportunity to attend theatre trips and other events in professional theatre settings.