

Subject:

DRAMA

Drama Intent

Our Exam Board is: Edexcel

The Drama department aims to deepen students knowledge and application of performance skills in order to be innovative, creative, theatre makers as well as performers. We want to develop students to creating, perform, reflect and write about theatre seen, studied or created using critical analysis and evaluation as a through line. We want to prepare students for an ever changing world by sharpening their ability to work as a team (both as directors and collaborators) and independently using their own initiative in order to problem solve.

The Big Questions...

Year 10	Year 11
<p>Introduction to key techniques and practitioners (Sept-Oct): What are the key explorative strategies which allow us to explore ideas dramatically? Who are they key theatre practitioners and how do we create work using their style? How does this develop our Drama?</p> <p>Component 3: Introduction to exploring a play (Exam text Inspector Calls: Nov-Dec): How do we lift this play from the perspective of an actor, designer and director? How do we bring the plot and characters from the page to the stage? How do we write about this play from the perspective of an actor, designer or director?</p> <p>Devising styles as preparation for Component 1 Devising (Jan-Feb): What is physical theatre and why is it key to devised theatre? How can we use abstract movement and semiotics to shape meaning and build a story? How does the style of Artaud prepare us for more 3D theatre? How do we explore a stimulus practically ready to devise work?</p> <p>Component 1: Devising (Feb-July): 40% of GCSE: How do we use a stimulus to gain ideas for Drama? How do we use a selection of the techniques and practitioner styles taught to us (such as Brecht, physical theatre, Artaud, Stanislavski) to create theatre with a clear intention for an audience? How do we work as strong team players for 3 months to develop and refine work ready for a polished performance to an examiner? How do we reflect on this process through written analysis and evaluation to clearly explain our creative process from beginning to end? How do we create an accomplished written portfolio which showcases our performance work effectively?</p>	<p>Introduction to high level performance styles as preparation for scripted exam (Sept-Oct) Who is the practitioner Berkoff and how do we perform in his all-encompassing physical style? Who is Godber and how do we develop high level character work using this style?</p> <p>Component 3: Inspector Calls refresh workshops (Oct-Nov): How do we hone our understanding of Inspector Calls from a design and acting perspective? What do we need to do to hone our ability to write analytically and evaluatively about this?</p> <p>Component 2: Scripted practical performance work externally examined, 20% of GCSE (Nov-Feb): How do students practically create sophisticated, creative interpretations of a selected script? How do they lift work from the page to the stage using technique, style and characters to shape? How do they create, develop and refine using feedback as an on-going critical process? How do they get unstuck creatively as directors and actors?</p> <p>Component 3: Written Exam based written work exploring a Live Performance and play text- 40% of GCSE (Feb- May) : How do students use the skills of analysis and evaluation to critically reflect on a piece of Live theatre? How do students showcase their understanding of Inspector Calls as a designer, actor and director?</p>

What skills will I develop?

Skills of creating, developing and refining practical using application of high level styles and techniques to structure and shape theatre

Skills of creating, developing and refining written work using feedback

Being able to problem solve to apply critical feedback

Working for months in one group means you hone your skills as collaborative workers as well as director, leadership and listening, communication and diplomacy skills.

Critical skills of critical reflection, analysis and evaluation

Time management and committing to projects as the course involves a considerable amount of afterschool rehearsal time when creating practical work.

What great resources can I use?

How will I be assessed?

In Year 10 there are assessments on each new style learnt as well as Inspector Calls- some practical, some written assessments

June of Year 10: Component 1 exam – In house examiner (teachers) mark practical devised and written portfolio. This is then moderated in May of Year 11 externally

February of Year 11: External exam for Component 2 practical

May of Year 11: Written exam at end of the course- external

On- going feedback both verbal and written from teacher on practical and written elements of the course

Three ways that parents/carers can help...

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- www.bbc.co.uk/bitesize contains great links to all materials studies on Inspector Calls,
 - Watch example work of practical work in school as advised by the teacher.
 - Read all of Inspector calls pack given out by teacher at the beginning of Year 11

Support the trips we offer to take students to see Inspector Calls and Woman in Black- both are part of the course
Support and ensure students attend all rehearsals for practical work
Ensure students read Inspector Calls text at home and understand this
Take students to the theatre whenever possible
Encourage students to be involved in extra curricular.
Come and support the 2 performances they do on the course.