

GCSE CURRICULUM and ASSESSMENT OVERVIEW

SUBJECT: GCSE Drama

Responsibility: K. Tarrant

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6	Summer Holiday
Year 9	Induction – Focus Component 1: Devising using stimuli of ‘The Identification’ and theme of Change	Component 1: Devising on theme of ‘Homelessness’ and develop work leading to mini devised performance and portfolio	Component 2/3: ‘Blood Brothers’ Exploration of text from a practical and written perspective	Group practical extracts from ‘Blood Brothers’	Component 1: Devising. Bedlam and physical theatre resulting in short devised pieces on issue of mental health. Component 2: Monologues Live evaluation theatre trip	Component 3: mock exam in Y9 exam week based on ‘Blood Brothers’ writing as performer and director Component 2: practical exploration of duologues	Research on WW2 and the Holocaust
Literacy/numeracy	Learning how to write and research in Drama	Exploration of analytical and evaluative writing styles	Using text – analysis of language. Written communication	Using text – analysis of language. Written communication	Writing in an evaluative style, terminology	Analysis of language – challenge of using historical language	
Assessments	Formative: Discussion and in class 1. use of stimulus 2. use of strategies 3. use of mediums 4. focus and commitment 5. understanding issue Summative: 500 word written analysis of own work	Summative: practical assessment and mini portfolio (1000 words)	Formative: written in class and for homework. Developing skills of analysing practical work	Summative: Practical assessment using component 2 criteria	Formative: Component 3 section A. Live theatre evaluation.	Summative; Year 9 assessment. Component 3 exam (mini version)	
Year 10	Component 1: Devising skills. Teacher led SOL ‘Effects of war’	Component 1: Devising (unit 3 style) Stimulus ‘Change’ student selected in groups leading to mini devised piece.	Component 3: Teacher led SOL teaching the set text DNA.	Component 3: teaching the exam side of DNA writing as performer, director and designer. Design presentations as a production team.	Component 2: Acting and Performance using extracts of plays.	Component 3: mock exam on DNA and live evaluation Component 2: Monologues if time	Research based on devising. Students delegate and allocate own tasks working as

		Component 1 mock performance plus portfolio c/w THEATRE TRIP: Live evaluation				Return to component 1: Series of devising workshops based on stimuli for actual devised pieces. Into devising groups.	a group.
Literacy/numeracy	Research into stimuli, writing for the portfolio questions	Writing for the portfolio; developing specific questions	Short answer exam question writing, analysis of language and comparison of analytical and evaluative styles of writing. Assessing and analysing criteria	Short answer exam question writing, analysis of language and comparison of analytical and evaluative styles of writing. Assessing and analysing criteria	Using texts, differentiated for students. Research and analysis of styles and language	Using texts, research practitioner theories and critical essays	
Assessment	Formative: group and individually set next steps targets. On-going and target/criteria related.	Summative: Component 1: practical mock exam with targets and 2000 word portfolio with clear focused criteria related next steps identified.	Formative: Writing for the exam. Short, regular pieces of written analysis with feedback to develop skills	Summative: Component 3 Section A mock with next steps targets	Summative: Component 3: Live evaluation. Writing in an evaluative and critical format. Formative: practical feedback, personalised next steps	Summative: Year 10 exam – Component 3	
Year 11	Component 1: Devising using a stimulus. Working in groups to develop a 20 minute piece of original theatre and 2000 word supporting written coursework portfolio.	Component 1: Devising Exam: Tuesday 27 th November Portfolio completed by end of term	Component 2: Teacher directed group practical and monologues for exam THEATRE TRIP: Woman in Black	Component 2: Practical leading to externally assessed exam	Component 3 revision	N/a	N/a
Literacy/numeracy	Research into stimuli, writing for the portfolio questions	Writing for the portfolio; developing specific questions	Using text – analysis of language. Written	Using text – analysis of language. Written communication	Short answer exam question writing, analysis of	Component 3: Exam revision/preparation exam date	

			communication		language and comparison of analytical and evaluative styles of writing. Assessing and analysing criteria	dependent.	
Assessment	Formative: Component 1: portfolio notes Practical feedback and next steps, differentiated and personalised	Summative: Component 1: Portfolio coursework Summative: Mock exam based on Component 3: DNA	Formative: Component 3: Live evaluation exam questions	Summative: Component 2: Practical externally assessed exam	Formative: Component 3: notes, feedback, practice papers. On-going with clear feedback related to student target and criteria.	Summative: GCSE Exam	