



## Drama GCSE Curriculum

**Aims and Rationale:** Drama provides opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience. The aim of the GCSE drama course is to allow learners to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.

There are three main strands to the GCSE drama course, which are covered throughout years 10 and 11.

	<b>Devising Drama</b>	<b>Presenting and Performing Texts</b>	<b>Performance and Response</b>
<b>Content: What will students know</b>	<p>Learners will research and explore a stimulus, work collaboratively and create their own devised drama.</p> <p>How to develop an initial idea. How to plan, create and structure drama. How to rehearse a performance. How to edit and adapt the work in progress.</p>	<p>Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</p> <p>They will understand the contextual significance of the extract studied. Students will learn about theatrical conventions and the intentions of the playwright</p>	<p>Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.</p> <p>Learners should know the cultural, historical and cultural context of their chosen text. They should understand how meaning is communicated through performance space, the relationship between performers and audience, the design of set, props, costume, lighting and sound, and the use of performance conventions.</p> <p>Students will learn about acting skills such as blocking, characterisation and improvisation, vocal techniques, the design and use of a set and the development of character.</p>



			Students need to know the meaning of drama and theatre terminology, how to analyse a live theatre performance, and how to evaluate the performance of others.
<b>Skills: What will students be able to do</b>	Respond to a stimulus to communicate meaning in a theatrical performance. Analyse and evaluate their own work. Plan for effective use of rehearsal time. Use accurate subject-specific terminology.	Students will be able to make effective use of rehearsal time, and of performance spaces. They will develop a character and learn lines.	Students will be able to state the advantages and disadvantages for the decisions made directing, acting and designing for a performance. They should be able to discuss, analyse and evaluate how meaning is created through live theatre.
<b>Other: Literacy/ Numeracy/ Ethos</b>	Group work, self-confidence and oracy skills.	Group work, self-confidence and oracy skills.	Engagement with live performance. Cultural capital.
<b>Assessment:</b>	30% of the GCSE. Non-Examined Assessment	30% of the GCSE Non-Examined Assessment with a visiting examiner.	40% of the GCSE Written paper - 90 minutes