



Marshalls Park Academy - Curriculum Overview



Subject: Drama

Year Group: 10

Subject Leader: JFU (Maternity)

Academic Year: 2023-24

The Edexcel Drama GCSE is designed to engage students through encouraging creativity, focusing on practical work which reflects twenty-first century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

This curriculum has a practical focus, a range of engaging prescribed texts, free choice of performance texts, improves performance and design skills and develops transferable skills for progression to AS and A Level.

Students who opt to take **GCSE Drama** in Year 10 and 11 receive **5 lessons** of Drama fortnight.

TERM 1	TERM 2	TERM 3
<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <p>‘Drowning’ – Mock Component 1 Examination</p> <ul style="list-style-type: none"> Students begin the year with introductory workshops, exploring different styles and practitioners, ready for their first formal mock examination. This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows performers the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience. Students interact with a broad range of given stimuli including diverse topics like The Sinking of the Titanic, the witch hunts of the 16th and 17th Centuries and the tragic tale of Alan Kurdi, <p>‘An Inspector Calls’ by J B Priestly</p>	<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <p>Scripted work – Mock Component 2 Examination</p> <ul style="list-style-type: none"> Students are given a range of different scripts extracts and in groups they prepare one for performance. Students are required to learn the lines and demonstrate an understanding of how to characterise the role that they have chosen. 	<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <p>Component 1 Examination (40% of final grade)</p> <ul style="list-style-type: none"> This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows performers the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience. Students will develop skills in group work, research and negotiation, while also developing creativity and performance skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate. Students explain their process of how they developed their ideas for performance using six questions externally set by the exam board. This is then written up as a 1500-2000 word portfolio. Work is videoed and sent to the exam board for moderation.



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<ul style="list-style-type: none"> • Students practically explore the themes and characters or the text as well as identifying production elements that can be used in this performance. (Link to English as one of the key texts they study). • Students develop skills for the written paper (Component 3a). 		
<p style="text-align: center;">KEY ASSESSMENTS</p> <p>Mock Component 1 Examination</p>	<p style="text-align: center;">KEY ASSESSMENTS</p> <p>Mock Component 2 Examination</p>	<p style="text-align: center;">KEY ASSESSMENTS</p> <p>Component 1 Examination</p> <p>Year 10 PPE – Component 3</p>

Extended reading suggestions and links to external resources:

Students are encouraged to read a wide range of fiction books throughout the year in order to gain an understanding of perspectives outside of their frame of reference.

Parents are encouraged to provide opportunities for their children to see live theatre where possible.

Students are also issued with a reading list for scripts that they may want to look at for Component 2, as well as having ongoing homework to select text material for continued research into stimuli.