



Curriculum Sequencing - Year 10

Year 10 Term 1a: Introduction to devising		
Topics covered: Drama strategies GCSE Component 2 - devising theatre Paperbirds Brecht Frantic assembly Documentary theatre	How it links to what has been studied before: Building from devising theatre in KS3	How it links to what will be studied: Final performance of devised theatre performed in June.
Key words: Communication of meaning Intention Genre Strategies Mediums Elements	Key skills: Group performance work Individual written skills - reflection and log writing, analysis of process, evaluation of performance.	
Assessment focus: Performance Written Log, reflection, analysis, evaluation	Revision tips BBC Bitesize https://www.bbc.co.uk/bitesize/topics/z4vm2sg	
Why we study it: Development of a safe working environment for drama students. To gain knowledge of different theatre practitioners in order to use these strategies and theories throughout the course.		
Mastery in this subject The ability to demonstrate a range of theatrical skills, to portray a clear intention, and development of an inventive performance piece. The ability to write fluently about the process with concise in depth responses in making and performing.		

Year 10 Term 1b: Blood Brothers - Practical		
Topics covered: Component 1 - written exam Blood Brothers set text Design elements Performance elements	How it links to what you have studied before: KS 3 script work	How it links to what you will study: Final GCSE written exam content.
Key words: Vulnerable, Sympathy, Repetition, Stigmatised Nature, Nurture, Loyalty, Responsibility, Superstition	Key skills: Voice Movement Set design Costume design Lighting design Props	
Assessment focus Practical understanding Process and preparation	Revision tips Plot summary https://www.youtube.com/watch?v=wZsd__wvoF0	
Why we study it:		

In order to fully prepare for the written GCSE exam.
Practical exploration builds transferable skills for all pupils and solidifies an effective working environment for the classroom.

Mastery in this subject

In depth knowledge and understanding of the practical aspects of the text. The ability to perform in role and as a director with outstanding communication skills in order to effectively communicate meaning to the audience.

Year 10 Term 2a: Blood Brothers Theory

<p>Topics covered: Component 1 - written exam Blood Brothers set text Design elements Performance elements</p> <p>https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance (For further information)</p>	<p>How it links to what you have studied before: Blood Brothers practical work KS 3 script work</p>	<p>How it links to what you will study: Final GCSE written exam content.</p>
<p>Key words: Prejudice, Class, Cautionary, Judgemental, Tension, Foreboding, Motifs, Cyclical, Dialogue</p>	<p>Key skills: Describing Analysing Evaluating</p>	
<p>Assessment focus Written Examination Summative 4 questions</p>	<p>Revision tips BBC bitesize revision guide https://www.bbc.co.uk/bitesize/guides/z4dp2sg/revision/1</p>	
<p>Why we study it: AQA GCSE Component 1 written paper. To develop transferable skills of writing to communicate meaning.</p>		
<p>Mastery in this subject The ability to understand theatre concepts (both design and performance) and then effectively describe, analyse and evaluate the process under time pressure.</p>		

Year 10 Term 2b: Theatre review and Theatre roles

<p>Topics covered: Drama and theatre terminology and how to use it appropriately. The roles and responsibilities of theatre makers in contemporary professional practice.</p>	<p>How it links to what you have studied before: Theatre production and review work at KS3.</p>	<p>How it links to what you will study: Post 16 study at college. Links to the theatre industry - further job roles.</p>
<p>Key words: Playwright, performer, understudy, lighting designer, sound designer, set designer, costume designer, puppet</p>	<p>Key skills: Knowledge and understanding</p>	

designer, technician, director, stage manager, theatre manager.	
Assessment focus Multiple choice questions (set by the exam board)	Revision tips BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zkjsxyc/revision/1
Why we study it: Links to the wider world of work in the theatre industry beyond acting and performance. Developing transferable skills and understanding of the theatre business.	
Mastery in this subject Outstanding knowledge and understanding of theatre roles and responsibilities and the ability retain and reproduce this knowledge under exam conditions.	

Year 10 Term 3a: Component 2 GCSE Practical coursework		
Topics covered: Devising theatre A range of stimuli dependant on the class.	How it links to what you have studied before: Devising theatre creations at the start of year 10 and throughout KS3. Theatre practitioners studied to now be utilised.	How it links to what you will study: Inspire students to explore their creativity and become part of a team. Inspire students to become, leaders, dependable, patient, with the ability to adapt and improvise to future challenges.
Key words: Creating, Performing, Responding. Inventive Intention Communication		Key skills: Team work, Voice and Movement skills, communication, creativity
Assessment focus Students must learn how to create and develop ideas to communicate meaning in a devised theatrical performance. Develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress. NEA Assessment.		Revision tips Rehearsals scheduled with group. Completion of written log/diary via google classroom. Observe other performances via you tube channels.
Why we study it: Preparation for NEA assessment. Preparation for project based work. Valuable transferable skills for the wider world, focussing on students' confidence, creativity and communication.		
Mastery in this subject The ability to create an inventive style driven performance that clearly communicates its intention to the audience. Outstanding range of skills in voice and movement sustained throughout.		

Year 10 Term 3b: Component 2 GCSE written Coursework		
Topics covered: Section 1: Response to a stimulus Section 2: Development and collaboration Section 3: Analysis and evaluation.	How it links to what you have studied before: Study captures completed at KS3. Mock devised performance at the start of year 10.	How it links to what you will study: Post 16 theatre courses. Project based work in all subject areas.
Key words: Stimulus, Intention, Describing, Analysing, Evaluating. Voice and Movement words	Key skills: Drafting. Evaluating. Time management.	
Assessment focus GCSE coursework Students must develop their ability to: carry out research and analyse and evaluate their own process of creating devised drama. Students produce three essays in line with NEA criteria	Revision tips BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zdqf6v4/revision/3	
Why we study it: To develop skills in describing, analysing and evaluating. Will stimulate students to be empathic to a wide range of social and moral issues.		
Mastery in this subject The ability to communicate the process of devising through description of stimulus, process and and performance.		

