AQA GCSE DRAMA

KS4 GCSE Drama Intent

AQA GCSE Drama aims to engage and encourage students to become confident performers and designers. All aspects of the course rerquires canditates to work practically, explore design elements and build on the prior learning and skills from KS3. We feel this course helps to created rounded learners who are able to pull on a range of skills, both theatrical and otherwise; problem solving, analysitical and evaluative, English writing, develops reading skills and collaboration.

Component 1: Understanding Drama (40%) Assessment through exam

Section A: Allows for exploration and understanding of Roles & Responsibitlities in theatre, exposing them to varrious job roles.

Section B: An opportunity to explore a play text, explore the social, cultural and historical context of the play and the playwright, and apply that knowledge practically to write about performing and designing.

Section C: Students are exposed to a variety of live and recorded theatre, to help enhance their understanding of the role within theatre and support the development of their skills. Using prior knowledge they can then analyse and evaluate success.

Component 2: Devising Drama (40%) Assessment through coursework, pracitcal & performance.

This gives pupils the opportunity to be creative by responding to a variety of stimuli. Students must work in groups from the outset to realise a performance. Whilst not nesseccary we often develop their knowledge further by applying a style or pracitioner, which is developed from prior knowledge. They also have to be able to justify the process taken in their coursework.

Component 3: Text in Practice (20%) Assessment of performance

Their exploration of Section B helps develop the students ability to read a text and identify aims and intentions of the playwright. Their further exploration of styles in Component 2, supports the students in being able to identify and apply suitable styles to the text performance.

Intent

Year 10 Overview

(2hrs per week) In the first year we take the opportunity workshop a range theatre styles to enhance students toolbox when it comes to creating theatre. We apply this in a Mock Component 2 to assess pupils abilities. This allows the teacher to assess how students perform, understand instructions, their creativity, their prior knowledge and ability to work with others. It also allows students to be supported through mock coursework, in preparation for their final Component 2 and for the teacher to tailor their teaching for the final Component 2 towards the end of the year.

Throughout the two years Component 1 is explored. By the end of year 10, students should have studied the key characters within the set text, which will support their ability to work with a text for Component 3 in Year 11. They should also have seen two pieces of theatre and we try to ensure one is live and one is recorded. Exposing them to theatre early on allows the students to identify styles they've already explored and showecases styles they may not have considered, espeically as the live theatre is coupled with a workshop from the theatre company. This exposure to theatre can influence the choice of style for their final Component 2 Devised piece and Component 3 scripts, allowing teaching to be more personal and student centred.

Implementation

	Term 1 7 Weeks	Term 2 7 Weeks	Term 3 6 Weeks	Term 4 6 Weeks	Term 5 6 Weeks	Term 6 7 Weeks
	Comp 2 and Comp1C	**Comp 2 and Comp 1B&C**	**Comp 1B&C**	**Comp 1B and Comp 2**	**Comp 2**	**Comp 1A/B/C**
Homework	Weekly Homework Tasks, sometimes in the form of rehearsals.					
Assessment Type & Unit Focus	Written Ass Sec C T1, Wk 5 Students begin the year exploring Comp1C, understanding how to analyse & evaluate, whilst learning the appropriate skills required to complete written work. They complete a Cold Task in Week 1 to help the teacher identify students skills and needs. They then apply feedback from this to their first recorded performance, where they further explore Comp1C demands. Alongside this students are introduced to GCSE Drama by participating in workshops, responding to stimulus, developing creativity and collaboration. They then begin their Component 2 Mock by exploring a variety of stimuli (Section 1 DL) and begin devising (Section 2 DL)	Comp2.1 T2, Wk5 Comp2 Devising: Development and refinement of skills. Lessons begin with teacher input to support this process, students generate a rehearsal timetable and develop a performance and skills. (Section 2 DL) They peform to one another getting, teacher peer and self feedback. Finally they perform to peers and evaluate their work (Section 3 DL) They will see a piece of Live Theatre to support Comp1C. Comp1B, The Crucible will be recapped from their experience in Year 9.	Written Ass Sec B&C T3, Wk 5/6 The set text is introduced and they begin to explore social, cultural, historical context of the text and playwright. Using the knowledge they begin to practically explore the text, using their knowledge to inform their decisions. They also study their first Live Performance to support Comp1C.	Continuation of set text exploration. Pupils receive feedback on their Component 2 Mock. We then begin the process fresh, by exploring a pracitioner/style and exploring a variety of stimuli for their final Component 2. (Section 1 DL)	Comp2.2 T5, Wk4 Development and refinement of skills. Lessons begin with teacher input to support this process, students generate a rehearsal timetable and develop a performance and skills. (Section 2 DL) They peform to one another getting peer and self feedback. Finally they perform to peers and evaluate their work (Section 3 DL)	Exam Wk & Comp 2 Final Students continue to explore their set text and revisit the performance they've watched this year, in preparations for Mock Exams. Students have the opportunity to respond to Component 2 Devising Log Feedback.

KS4 Yr10

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Impact

Tracking Points	RP1: T1, Wk6-T2, Wk4			RP2: T4, Wk2-4		RP3: T6, Wk4-5
How it's used **All Comp 1 Marking uses a generic feedback sheet. (fortnightly)**	**Comp1:C -** Students apply the written structure to a snapshot of a performance they've watched. This is marked by the teacher and is applied when they watch a full performance next term. (using feedback sheets) **Comp2:** Verbal feedback on devising. Class & personal feedback on DL Sec 1	**Comp1:C** - Students apply feedback from T1 when exploring a new piece of theatre. They explore what the question is asking, plan a response then answer in timed conditions. **Comp2:** Continued verbal and written feedback about performance (teacher, peer, self). Teacher marks the final MOCK PERFORMANCE and supports the submission of the Devising Log.	**Comp1:B -** Retrival activities to access knowledge of S,C,H Context. Development of writing structure. Teacher marks lesson notes fortnightly, a focus on their knowledge and understanding of the play, character, S,C,H Context and written application. **Comp1:C -** Exploration of live performance **Comp 1:B&C:** Apply knowledge in a milestone assessment. (use of feedback sheets and DTT) **Comp2:** Finalise DL submission.	**Comp 1:B&C:** DTT following milestone assessment. **Comp2:** Performance and Devising Log feedback, ready to apply changes to the final Component 2.	**Comp2:** Verbal feedback on devising (teacher, peer, self) DL Class feedback (exam board doesn't allow personal)	**Comp1:B -** Retrival activities to access knowledge of S,C,H Context. Development of writing structure. Teacher marks lesson notes fortnightly, a focus on their knowledge and understanding of the play, character, S,C,H Context and written application. **Comp1:C -** Exploration of live/recorded performance **Exam week:** Followed by DTT

Implementation

Year 11 Overview	(3hours a week) Students should enter Year 11 with Component 2 completed (Devised Performance and Devising Log 40%), with opportunties to MAC their Devising Log from general feedback. There may be opportunities for a Mock Comp3 using their Set Text, or students may start Comp3 without a Mock, as students have explored Page to Stage throug their exploration of Comp1B. Comp1B: will continue to explore the remaining characters in their set text and watched at least ONE more piece of live theatre (Comp1:C). They will begin to explore Comp1:A further, in retrival activities.					
	Term 1 8 Weeks	**Term 2 7 Weeks**	**Term 3 6 Weeks**	**Term 4 6 Weeks**	**Term 5 6 Weeks**	**Term 6 7 Weeks**
	Comp 1 A/B/C	**Comp 2/3, Comp 1C**	**Comp 2/3 & Comp 1B**	**Comp 2/3 & Comp1C**	**Comp 1A/B/C**	
Homework	Weekly Homework Tasks, sometimes in the form of rehearsals.					
Assessment Type & Unit Focus	Comp2 Final Devising Log Comp1C WTM Comp1B: Exploration of the character Hale & Parris, with costume and development of set, lighting and sound for Q1. Comp1C: Re-cap expectations and apply to a new recorded performance. Comp2 MAC: Devising Logs MAC for final submission.	Comp 1 Mock T2, Wk5 Comp 3 Exploration Comp1C: Explore a new piece of theatre. Comp1B: Complete exploration of final characters. Comp3 Mock: Use set text to complete Mock where students explore how to take a text and apply a range of rehearsal and performance techniques. Comp3: Read chosen plays before Christmas	Comp3: Preperation for external exam Comp1C: Debrief on live performance. Comp1: 1 lesson a week Revision.	Comp3: Early March Comp 1 Mock T4, Wk6 Comp 3: 2 hours a week + Session 6s Comp 1: Exam preparation 1hour a week	Comp1: Exam preparation. Using feedback to develop and refine.	

KS4 Yr11	Impact							
		Tracking Points	RP1: T1, Wk5-T2, Wk2	RP2: T2, Wk5-Wk7		RP3: T4, Wk1-4	RP4: T5, Wk3-4	
		How it's used **All Comp 1 Marking uses a generic feedback sheet.**	**Comp1:** DTT and retrival activities and exam. In class Section C Exam to support RP1 as they only did Section B in Yr10 Mock Week **Comp2:** Reflection against AQA Exam report	**Comp3:** Teacher, peer and self feedback throughout. Assessed externally. **Comp1:** Teacher, Peer and Self using generic feedback sheets. **RP2 to include Mock and Comp 2 Final marks.**	**Comp 3:** Planned in checkpoints for pracitcal feedback, verbal also provided each lesson. **Comp1:** Teacher, Peer and Self using generic feedback sheets. DTT following Mock and using one lesson a week to focus on exam preparation.	**Comp3:** Dress rehearsal with teacher and peer feedback, before AQA externally assess. Exam conditions for WTDL applying MAC from WCF feedback **Comp1**: DTT and revision lesson once a week.	**Comp1:** On going feedback (verbal and on feedback sheets)	
Exposure to Careers in the Curriculum			Component 1: Section A - Exploration of job roles within theatre Component 1: Section B - Opportunity to be an actor, a directo and also exploration of Designer roles. Component 1: Section C - Exposure to theatre Component 2: An understanding of what it means to be a devising theatre company. Component 3: An awareness of playwrights and theatre company intentions, in practice					