

KS4 - AQA GCSE DRAMA

Intent

AQA GCSE Drama aims to engage and encourage students to become confident performers and designers. All aspects of the course requires candidates to work practically, explore design elements and build on the prior learning and skills from KS3.

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

Section A: Allows for exploration and understanding of Roles & Responsibilities in theatre, exposing them to various 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, practical & 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 necessarily we often develop their knowledge further by applying a style or practitioner, 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.

Implementation

Year 10 Overview

(2hrs per week) In the first year we take the opportunity to assess pupils abilities in a mock Component 2. 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.

Throughout the two years Component 1 is explored. By the end of year 10, students should have studied at least half of the set text, which will support their ability to work with a text for Component 3 next year. They should also have seen two pieces of theatre, often one Live and one Recorded. Exposing them to theatre early on, allows the students to identify styles they would like to explore, especially 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 allows teaching to be more personal and student centred.

Term 1 8 Weeks

Term 2 7 Weeks

Term 3 6 Weeks

Term 4 6 Weeks

Term 5 5 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

Every 2 weeks, with the exception of Comp 2 Devising Log deadlines - **Most homework tasks set will be retrieval or revision activities.**

Assessment Type & Unit Focus

Written Ass Sec C
T1, Wk 3

Students are introduced to GCSE Drama by participating in workshops, responding to stimulus, developing creativity and collaboration. They also watch a snapshot of theatre to begin to develop their analyse and evaluation skills. 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

Students watch a recorded piece of theatre, and explore demands for Comp1:C.

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 perform to one another getting, teacher peer and self feedback. Finally they perform to peers and evaluate their work (Section 3 DL)

Comp2.1 Prc & DL
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.

Continuation of set text exploration. Pupils receive feedback on their Component 2 Mock. We then begin the process fresh, by exploring a practitioner/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 perform 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.

Tracking Points

RP1: T1, Wk7-8

RP2: T3, Wk2-3

RP3: T6, Wk4

S4 - AQA GCSE DRAMA

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|-----------------|--|--|--|--|---|--|--|
| Impact | 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 - Retrieval 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 - Retrieval 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 |
| | | <p>(3hours a week) Students should enter Year 11 with Component 2 completed (Devised Performance and Devising Log 40%) If this hasn't been done, it will be done in place of Comp3. Therefore students are able to begin their Component 3: Text in Practice, which will be supported by their practical exploration of Comp1:B. They will continue to explore the second half of their set text and watched at least ONE more piece of live theatre (Comp1:C). They will begin to explore Comp1:A further, in retrieval activities.</p> | | | | | |
| Implementation | Year 11 Overview | Term 1 8 Weeks | Term 2 7 Weeks | Term 3 6 Weeks | Term 4 6 Weeks | Term 5 5 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 | Every 2 weeks, with the exception of Comp 2 Devising Log deadlines | | | | | |
| | | Assessment Type & Unit Focus | In class WTM, DTT then Assessment week T1, Wk 4-6 Comp1: Exploration of Section A,B&C. Comp1B: Complete Act 4 The Crucibil Comp3 Mock: Read play. Explore S,C,H context and character development. | Comp 3 T2, Wk4 Comp 1 Mock T2, Wk5 Comp3: Students use rehearsal and performance technique cards and plan a rehearsal schedule. Comp2: Begin/Development and refinement of skills. Develop a performance and skills. (Section 2 DL) They perform to one another getting peer and self feedback. Finally they perform to peers and evaluate their work (Section 3 DL) Comp1:C: Explore a new piece of theatre. Comp1:B - Continue exploring (1hour a week) | Comp2: Development and refinement Comp1: 1 lesson a week Revision. | Comp 2 T4, Wk3 Comp 1 Mock T4, Wk6 Comp2: Development and refinements. (Comp2 DL1,2&3) Comp 1: Exam preparation (1/2hour a week) | Comp1: Exam preparation. Using feedback to develop and refine. |
| Tracking Points | RP1: T1, Wk7-8 | RP2: T2, Wk5-6 | | RP3: T4, Wk2-3 | RP4: T5, Wk3 | | |

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Impact

How it's used

All Comp 1 Marking uses a generic feedback sheet. (fortnightly)

Comp1: DTT and retrieval activities and exam
Comp2: Application of year 10 feedback

Comp3: Teacher, peer and self feedback throughout. Teacher formal assessed, to be moderated by exam board.
Comp1: Fortnightly feedback (using feedback sheets)

Comp2: Teacher, peer and self feedback throughout. Teacher assessed and moderated by exam board.
DL coursework prep throughout, with WTDL to be completed at each stage.
Comp1: Fortnightly feedback (using feedback sheets)

Comp2: Dress rehearsal with teacher and peer feedback.
Exam conditions for WTDL applying MAC from WC feedback
Comp1: DTT

Comp1: On going feedback (verbal and on feedback sheets)

Careers in the Curriculum

Component 1: Section A - Exploration of job roles within theatre
Component 1: Section B - Opportunity to be directed and be a director. 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

