

Curriculum Rationale	
Subject	GCSE Drama
	Key Stage 4
<p>Intent</p> <p>There are 3 core areas of learning within the AQA GCSE Drama course.</p> <ul style="list-style-type: none"> • Understanding Drama (Written examination) – 40% = Developing knowledge and understanding of drama and theatre • Devising Drama – 40% = Creating and performing a devised piece. Analysing and evaluation of own work • Texts in practice – 20% = Performance of two extracts from one play <p>The GCSE Drama curriculum at LeAF Studio is designed to inspire and engage all learners in exploring drama and theatre. Its ambitious content and high expectations promote thought provoking discussions and develop student's confidence.</p> <p>Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.</p> <p>The specification is designed to give students as much opportunity as possible to participate practically both in devising and exploring texts. GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.</p> <p>The study of the texts allows students to develop knowledge and understanding of the characteristics and context of the whole play and explore ideas for how the play may be interpreted practically.</p> <p>The AQA GCSE Drama curriculum is ideal for able students, who are both practically strong and academically able. To allow all students to access the course and make progress, model answers, writing frames and intervention is identified where appropriate.</p> <p>Devising Drama</p> <p>The starting point for the devised piece is a range of stimuli, presented by the teacher. This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.</p> <p>For this component students are required to complete the following two assessment tasks:</p> <ul style="list-style-type: none"> • produce an individual Devising log documenting the devising process • contribute to a final devised duologue or group performance. <p>The Devising log is marked out of 60. Each student's contribution to the final devised performance is marked out of 20.</p>	

Texts in Practice

This component is a practical component in which students are assessed on their ability to apply Theatrical skills to realise artistic intentions in live performance.

For this component students must complete **two** assessment tasks:

- study and present a key extract (monologue, duologue or group performance)
- study and present a second key extract (monologue, duologue or group performance) from the same play.

Each student's contribution to each key extract performance is marked out of 20.

AQA aims to develop student's practical skills both in a vocal and physical context, encouraging students to explore a variety of roles in becoming a versatile performer.

It enriches student's theoretical knowledge, allowing students to gain an understanding of stage conventions, interpret texts and analyse live performance.

In addition to this, the written paper requires students to develop their knowledge of the social, cultural and historical context of performance texts.

Implementation

Whilst some lessons are teacher led, we promote independent study and exploration. Thus, allowing students to take ownership during the devising and rehearsal process when exploring practical work and student led discussions.

It is not expected that a student who attends LeAF Studio and enrolls on the GCSE Drama course will have had Drama during Year 7 and 8 at their previous school. Therefore we must use Year 9 to assess prior knowledge and baseline their skills and knowledge. It is, however, expected that students will have attended some form of drama training outside of school time.

In Year 9 students explore an introductory year of the course that exposes them to the skill set required for successful completion of the AQA GCSE Drama course. Students achieve this through theory classes, developing their knowledge of the set play and devising work in the response to a stimuli.

Students learn:

- Conventions of Theatre
- Roles and responsibilities of Theatre Makers
- Physical Performance Skills
- Vocal Performance Skills
- Design Conventions
- Devising to a Stimulus
- Blood Brothers – characteristics and context of the whole play
- Set Text Exam Questions

Year 10 students consolidate the learning and knowledge gained from Year 9. During Year 10 students will revisit previous skills taught and deepen their understanding of these, embedding them in both exam technique and practical work.

In T4 students will complete Component 2 in which they are required to create a devised piece in response to a stimulus.

In addition to this, they will write their Log Book to support their practical submission, analysing and evaluating the process and their final piece.

This will be formally assessed using the AQA assessment criteria and students will have completed 40% of their final grade by the end of Year 10.

Year 11 students will focus on exam technique for the written paper, providing opportunities for students to respond to exam style questions.

Further to this, they will watch a Live Performance and analyse this through teacher led and class discussions.

Finally, students will prepare for their practical exam – Texts in Practice, in which they will perform 2 extracts to an AQA examiner.

Impact

Our aim is that on completion of the GCSE Drama course at LeAF Studio, students have developed detailed knowledge and broaden their skillset in all aspects to Drama.

We strive to prepare students for the next stage of their education and aspire for them to continue their training. Our pathway in to BTEC Level 3 Performing Arts, equips and our students with the relevant skills to go on to prestigious destinations within the performing arts sector.

Through the study of GCSE drama students should be able to devise, perform and analyse Drama and Theatre as an art form. A holistic engagement with drama should have informed their development as creative and artistic individuals, and broaden their aesthetic, social and cultural experience.