

Subject: <b>Drama</b> Exam Board: <b>Eduqas</b>	<b>Components</b>		<b>Composite</b>	<b>Mission statement</b>
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews Drama student will...
	<b>Year 10</b>	<b>Year 11</b>		
<b>Autumn</b>	<p><b>Component 1 – Devising (MOCK)</b></p> <p><b>Introduction</b> to the course/ outcomes/ structure.</p> <p>Students given a number of stimuli to create a performance.</p> <p><b>Written portfolio</b> following questions and guidance from the exam board based on the rehearsal process and performances from component 1.</p> <p><b>Written evaluation</b> in controlled exam conditions of the final performance/design.</p>	<p><b>Component 1 - Devising</b></p> <p>Students given a number of stimuli to create a performance. This is recorded and sent to the exam board.</p> <p><b>Written portfolio</b> following questions and guidance from the exam board based on the rehearsal process and performances from component 1.</p> <p><b>Written evaluation</b> in controlled exam conditions of the final performance/design.</p>	<p>This specification enables a variety of teaching and learning approaches. The framework requires students to perform both from creating their own works directly from given stimuli to written set texts. . Through structured rehearsal and feedback sessions, students are able to contextualise the criteria for both performances and written elements alongside developing their skills of working with other performers and developing their own performance skill.</p> <p>Students will explore a variety of genres of play, from different time periods and social contexts to broaden their cultural understanding.</p>	<p>...have a balanced framework of devising, performing and analysing performance skills.</p> <p>Assessment objectives are set by Ofqual and are the same across all GCSE Drama specifications and all exam boards. The portfolio work and exam will measure how students have achieved the following assessment objectives.</p> <p><b>Component 1 – Devising</b> Create and develop ideas to communicate meaning for theatrical performance (40%)</p> <p><b>Component 2 – Performing from a Text</b> Apply theatrical skills to realise artistic intentions in live performance (20%)</p> <p><b>Component 3 – Interpreting Theatre</b> Explore practically how a complete performance text might be interpreted and realised from ‘page to stage’ and a Live Theatre Review (40%)</p>

<p><b>Spring</b></p>	<p><b>Component 2 – Performing from a Text (MOCK)</b></p> <p>Students <b>explore two extracts</b> from a selected play for performance. Students explore the social and historical contexts based around the extracts they are given. Students perform these extracts to a live audience.</p> <p><b>Written element</b> requires students to write a performance justification – a statement of intent as to why they are performing their characters and the research they have undertaken.</p>	<p><b>Component 2 – Performing from a Text</b></p> <p>Students <b>explore two extracts</b> from a selected play for performance. Students explore the social and historical contexts based around the extracts they are given. Students perform these extracts to a live audience and visiting examiner.</p> <p><b>Written element</b> requires students to write a performance justification – a statement of intent as to why they are performing their characters and the research they have undertaken.</p>		
<p><b>Summer</b></p>	<p><b>Component 3 – Interpreting Theatre (Mock)</b></p> <p>Students <b>practically explore and study</b> one complete performance text. Students explore the play, focusing on social contexts,</p>	<p><b>Component 3 – Interpreting Theatre</b></p> <p>Students <b>continue to practically explore and study</b> one text with a focus on all elements of drama – performance skills and wider contexts.</p>		

Curriculum overview for parents/ students/ stakeholders / KS4

	<p>characterisation, language, vocal skills and performance skills. Students develop an understanding of how to answer set questions based on performance, director and set design following an unseen extract from the play.</p> <p><b>Live Theatre Review</b> – Students watch a variety of live performance and begin to explore critical thinking and analysis based on all areas of performance.</p>	<p>Exam question revision.</p> <p><b>Live Theatre Review</b> – student watch a piece of live theatre and create exam notes based on the performance elements explored last year.</p> <p><b>Submission of coursework for moderation (by 15<sup>th</sup> May).</b></p>		
Rationale for these specific components and composite outcomes:	Specific components are dictated by the GCSE specification. Texts for component 3 are set by the exam board prior to study.			
<p>How is challenge embedded into the KS4 curriculum?</p> <ul style="list-style-type: none"> <li>❖ Students are “taught to the top” using GCSE terminology through KS3</li> <li>❖ Knowledge and understanding in the both the devising and performance parts of the course are built upon moving forward – linkage to dramatic practitioners allows students to explore deeper.</li> <li>❖ Challenge is also evident in homework tasks, opportunities to choose activities, inbuilt extensions in tasks, exam questions.</li> </ul>			<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p> <p>Students who complete the course will have the skills and experience to progress their study onto A level.</p>	