



## Key content

**Understanding Drama (Component 1, Section A):** Knowledge and understanding of drama and theatre

**Understanding Drama (Component 1, Section B):** Study of set play

**Understanding Drama (Component 1, Section C):** Analysis and evaluation of the work of live theatre makers

**Devising Drama (Component 2):** Creation and performance

**Devising Drama (Component 2):** Analysis and evaluation of own work

**Texts in practice (Component 3):** Performance of two extracts from a play

Component 1 is worth 40% of the GCSE

Component 2 is worth 40% of the GCSE

Component 3 is worth

### The Assessment Objectives (AOs) are as follows:

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

### The AOs apply to the Components as follows:

Component 1: AO3, AO4

Component 2: AO1, AO2, AO4

Component 3: AO2

### The course aims to teach students to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performance
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

## Key assessment points

An assessment will be made after the teaching of each unit, each half term in year 10. These assessments will mirror their GCSE assessments in content, though the assessments will be done at different times in Year 11. In Year 11 assessed practical work will be staggered throughout the year and the written assessment is likely to happen early in the exam season.

**Christian ethos**

Where Christian ideas are explicitly expressed in texts studied, students will have the opportunity to discuss them and make connections to their own knowledge, and, or beliefs. The Federation's half termly value words will be used through class teaching to make connections between the ideas and themes encountered in the curriculum and the Christian ethos of the school. Through the study of the context of our chosen texts, students will be able to explore the influence of faith on individual writers and the societies within which they were writing. Students will have the opportunity to use Christian ideas in their Component 2 work as they will be producing their own original work.

**British values**

British values will be inherently upheld and explored through the themes presented in our studied texts, with links made to ideas of fairness, justice and even the origins of democracy. Through all lesson tasks, students in Drama will be encouraged to make connections between the texts, our society, and their own lives, and demonstrate British values as they discuss and write about other's work. As students study texts from different time periods, there will be opportunities to reflect on what it has meant- and still means- to be British and a member of British society.

**Subject: Drama  
Annual plan Y10**



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Week	Month	Learning Intentions and/or Key Questions	
1	September	<p><b>Y10, Autumn 1 (Component 1, Section A):</b></p> <ul style="list-style-type: none"> <li>Intro to course as a whole: the three components and when they'll be studied, how the GCSE is assessed, expectations and rules of the classroom etc. Getting to know your options (intro to the three streams: performer, designer, performer and designer).</li> <li>Theatre roles and responsibilities.</li> <li>LI: To learn the terminology for different kinds of stage and understand their various benefits and functionalities.</li> <li>LI: To understand the relationship between stage type, audience and performance (where/who to perform to, blocking, etc).</li> <li>LI: To learn the terminology for the elements/navigation of a stage (upstage/downstage, flats, safety curtain).</li> <li>Testing recall of information in written form (multiple choice, possibly extended writing) and in performance form (one hypothetical per child?).</li> </ul> <p>As this section is relatively small in terms of content and weighting, it may be possible to start the set text before the half term in order that there is enough time to cover everything thoroughly</p>	
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6	October		
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		<b>Half term holiday</b>	

10	November	<b>Y10, Autumn 2 (Component 1, Section B):</b> <ul style="list-style-type: none"> <li>Intro to the set play - Suggestion: <i>Blood Brothers</i> by Willy Russell. Context and term aims laid out.</li> <li>LI: To understand and use terminology used in play texts.</li> <li>LI: To understand and evaluate the relationship between the written word and interpretation.</li> <li>Stereotypes, archetypes and stock characters: you will meet the same characters time and time again. Focussing on how this can influence the understanding of the characters' roles within the structure of the play.</li> <li>LI: To track and analyse various characters' journeys. To explore character arcs.</li> <li>LI: To explore the themes present in the text and how the moral messages link to these.</li> </ul>			
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14	December		<b>Y10, Autumn 2 (Component 1, Section B):</b> <ul style="list-style-type: none"> <li>Intro to the set play - Suggestion: <i>Blood Brothers</i> by Willy Russell. Context and term aims laid out.</li> <li>LI: To understand and use terminology used in play texts.</li> <li>LI: To understand and evaluate the relationship between the written word and interpretation.</li> <li>Stereotypes, archetypes and stock characters: you will meet the same characters time and time again. Focussing on how this can influence the understanding of the characters' roles within the structure of the play.</li> <li>LI: To track and analyse various characters' journeys. To explore character arcs.</li> <li>LI: To explore the themes present in the text and how the moral messages link to these.</li> </ul>		
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17	<b>Christmas holiday</b>				
18	January			<b>Y10, Spring 1 (Component 1, Section C):</b> <p>Hopefully see a production in the first or second week?</p> <ul style="list-style-type: none"> <li>How did the performers use their vocal skills to good effect?</li> <li>How did the performers use their physical skills to good effect?</li> <li>How was the lighting design used to support the production?</li> <li>How was the sound design used to support the production?</li> <li>How did the costume/make-up used support the production?</li> <li>How did the set and staging design benefit the performance?</li> </ul>	
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22	February				<b>Y10, Spring 1 (Component 1, Section C):</b> <p>Hopefully see a production in the first or second week?</p> <ul style="list-style-type: none"> <li>How did the performers use their vocal skills to good effect?</li> <li>How did the performers use their physical skills to good effect?</li> <li>How was the lighting design used to support the production?</li> <li>How was the sound design used to support the production?</li> <li>How did the costume/make-up used support the production?</li> <li>How did the set and staging design benefit the performance?</li> </ul>
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25	<b>Half term holiday</b>				
26	March	<b>Y10, Spring 2 (Component 3):</b> <ul style="list-style-type: none"> <li>LI: To learn about how theatre styles have developed over time (contrasting with Component 1)</li> <li>LI: To explore the chorus style of the Ancient Greeks (suggestion)</li> <li>LI: To investigate the purpose and effect of a chorus on an audience</li> <li>LI: To understand what complementary scenes are and to work towards creating complementary scenes</li> <li>LI: To analyse the class' chorus work, disseminate and improve</li> <li>What is the effect of contrasting individual speech with chorus work?</li> </ul>			
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30	April		<b>Y10, Spring 2 (Component 3):</b> <ul style="list-style-type: none"> <li>LI: To learn about how theatre styles have developed over time (contrasting with Component 1)</li> <li>LI: To explore the chorus style of the Ancient Greeks (suggestion)</li> <li>LI: To investigate the purpose and effect of a chorus on an audience</li> <li>LI: To understand what complementary scenes are and to work towards creating complementary scenes</li> <li>LI: To analyse the class' chorus work, disseminate and improve</li> <li>What is the effect of contrasting individual speech with chorus work?</li> </ul>		
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31	<b>Easter holiday</b>				
32	April			<b>Y10, Spring 2 (Component 3):</b> <ul style="list-style-type: none"> <li>LI: To learn about how theatre styles have developed over time (contrasting with Component 1)</li> <li>LI: To explore the chorus style of the Ancient Greeks (suggestion)</li> <li>LI: To investigate the purpose and effect of a chorus on an audience</li> <li>LI: To understand what complementary scenes are and to work towards creating complementary scenes</li> <li>LI: To analyse the class' chorus work, disseminate and improve</li> <li>What is the effect of contrasting individual speech with chorus work?</li> </ul>	
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34	May	<b>Y10, Summer 1 (Component 2):</b> <ul style="list-style-type: none"> <li>Devising theatre: a reminder - what is it and what will be assessed?</li> <li>Using a stimulus to the best effect: how not to simply recreate a stimulus</li> <li>Working collaboratively: putting systems in place to aid collaborative work</li> <li>Allowing your ideas to run away with you: how being more realistic with your aims can benefit your performance</li> <li>Focus on performance and performers use of props and costume</li> <li>Focus on performance and performers working with lights and sound</li> </ul>
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40	June	<b>Half term holiday</b>
41	July	<b>Y10, Summer 2 (Component 2):</b> <ul style="list-style-type: none"> <li>Watching back work and making written notes</li> <li>How to write an extended piece of analytical writing in drama</li> <li>Exploring Group 1's work and practising an answer</li> <li>Exploring Group 2's work and practising an answer</li> <li>Reflecting upon own work and how to be self-analytical</li> <li>Practising analysing own work</li> </ul>
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**Subject: English  
Annual plan Y11**



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Week	Month	Learning Intentions and/or Key Questions
1	September	<b>Y11, Autumn 1 (Component 2):</b> <ul style="list-style-type: none"> <li>Preparing for the real assessment: Re-form groups, re-develop ideas from last year</li> <li>Rehearsing for the filmed/watched performances</li> <li>Assessment</li> <li>Reflecting on performance pieces (watch back?) un-structured reflection (written in diary form/notes, video-diary). Start writing personal reflection</li> <li>Feedback from everyone on performances and continue writing personal reflection</li> <li>Continue writing reflection - check for analysis and perfect.</li> </ul>
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9	<b>Half term holiday</b>	
10	November	<b>Y11, Autumn 2 (Component 3):</b>
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14	December	

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16		<ul style="list-style-type: none"> <li>Looking at the choice of performance text and understanding their plots (limit to 2 or 3 Greek texts: Oedipus Rex, Antigone, Agamemnon)</li> <li>Choosing scenes to recreate (have pre-chosen scenes ready, don't let them choose any two scenes from the play)</li> <li>Working on scene 1 - reintroduce 'book-ending' idea to kids</li> <li>Continue work on scene 1 - reminder of the importance of various elements of Greek theatre (explore amphitheatres and original reasons behind chorus work etc)</li> <li>Start to work on scene 2. Go back to book-ending and hone individual performance/contributions.</li> </ul> <p>Over the break props, costumes, etc can be finalised.</p> <p>Go see a live performance (any time between the Christmas holiday and the Easter half term).</p>
17		<b>Christmas holiday</b>
18	January	<b>Spoken Language NEA prep homework</b>
19		<p><b>Y11, Spring 1 (Component 3/1):</b></p> <ul style="list-style-type: none"> <li>Preparing for assessment: forward planning, work out if extra rehearsals are needed. Continue working on second scene and remind selves of first scene</li> <li>Running scenes back to back. Drill scenes through repetitively. Tweaking individual and group performances</li> <li>Assessment day</li> <li>Reflection and congratulations. Reminder of Component 1 and looking forward to the last hurdle.</li> <li>Key terms blitz - Section A coach list handed out.</li> <li>Reminder of Blood Brothers: overview of play. Set holiday homework to be revision of Component 1, sections A and B (vocab list and re-read the play).</li> </ul>
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25		<b>Half term holiday</b>
26		<p><b>Y11, Spring 2 (Component 1):</b></p> <ul style="list-style-type: none"> <li>Blood Brothers: context revision</li> <li>Blood Brothers: revision of stock characters and text interpretations over time</li> <li>Blood Brothers: how to choose/answer a question on Blood Brothers and time management in the exam</li> <li>Sections A and B trial run</li> <li>Analysis of mistakes made in trial run and re-introduction to Section C (time management and how to choose/answer the question)</li> </ul>
27	March	
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		<ul style="list-style-type: none"> <li>Section C: Review of performance, what do we remember? Broad review of plot points, character arcs and key turning points</li> </ul>	
31		<b>Easter holiday</b>	
32	April	<b>Y11, Summer 1 (Component 1):</b> <ul style="list-style-type: none"> <li>Concentrating on how to answer questions related to the actors' vocal and physical performance</li> <li>Concentrating on how to answer questions related to costume and make-up design</li> <li>Concentrating on how to answer questions related to the staging and set</li> <li>Concentrating on how to answer questions related to specific scenes (structure of a play)</li> <li>Re-focus on the exam as a whole: time management, how to handle things if left-field questions turn up, individual worries and adjusting individual technique</li> <li>Continuation of the overview of the exam and perhaps a celebration in lieu of the assessments already done!</li> </ul>	
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