

Year: 10

Subject: GCSE Drama

| Autumn Term | | |
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| Overarching Topic: Component 2 – devised drama and logbook | | |
| What has come before and what comes later: | <p>Students should have completed a Mock Component 2 devised performance piece in their Year 9 so they understand the process they will undergo at the end of Year 10 when they complete the real one. This current piece was started in Year 9 but, due to COVID, was put on ice as students couldn't work practically with each other. Instead, students were asked to research and write scripts so now when they are in lessons all the time can be given to rehearsal and development. Alongside this, the students are set written homework pieces that will feed into their logbook which is marked alongside the actual performance piece.</p> <p>After the performances, students will be given clear feedback by the teacher then and also undergo a self-assessment process in order to learn from it.</p> <p>This piece is to be finished by Christmas.</p> | |
| | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> • What stimulus will I base my performance on and why? • What role will I take within the group and why? • What style will my performance be in? • Who will I work best with on this piece? • What research do I need to do to understand my topic? • What is the most appropriate way to act my character? • What do I need to show through my character? • How will I make sure that an audience understands my piece? • What technical elements would aide my performance? • How will I make this the best piece of acting I have done during the course? | <ul style="list-style-type: none"> • What ideas did I test and reject during the devising process? • How effective was the rehearsal process? • How effective was the end performance? • How did my acting develop during the piece? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Students must develop their ability to: | |

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| | <ul style="list-style-type: none"> • carry out research • create and communicate meaning • realise artistic intention in devised drama. • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress • analyse and evaluate their own process of creating devised drama. | <ul style="list-style-type: none"> • learn how to commit dialogue to memory for devised performances • develop the ability to create and perform a character as appropriate to the demands of the performance • develop a range of vocal skills and techniques e.g. clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range. • develop a range of physical skills and techniques e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement • develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance • adopt the latest safe working practices. |
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