Hanley Castle High School curriculum outline for parents: GCSE **Drama**

Exam Board: AQA Specification: GCSE Drama

		Autumn Term		Spring Term		Summer Term	
		How can play scripts be interpreted and realised on stage?		**How can meaning and ideas be communicated through performance?**		**How is successful performance created?**	
Year 10	**Topic** Big question / Overview	**Component 1 – Written Exam** **Set Text: Blood Brothers** - Reading the play and exploring character. - Exploring staging. - Exploring how context influences play texts.	**Component 1 – Written Exam** **Live Theatre** - Identify and describe the skills performers use. - Express viewpoints about the effects created by performance. - Explain how effects have been created.	**Component 2 – Devising** - Respond creatively to stimuli (an image, a poem and an object). - Record creative process in writing. - Research the work of other practitioners to support creative work.	**Component 2 - Devising** - Develop and refine ideas for a performed piece of drama. - Rehearse and improve a piece of drama. - Perform drama in front of an audience.	Component 1 – Written Exam **Live Theatre** - Revisiting Live Theatre productions with a focus on **evaluation**. - Practically exploring performance styles used in exemplar recorded productions. - Gaining awareness of a wider range of performance styles.	Component 3 – Scripted Performance - Begin to experiment with a range of play texts to appreciate different dramatic styles. - Evaluate different interpretations of textual details in performance.
	Disciplinary knowledge/skills	• Reading a play text and understanding subtext. • Working in groups to interpret texts.	• Understanding how theatre communicates meaning. • Writing to analyse performance.	• Working collaboratively to generate creative ideas. • Gain knowledge of historical and/or contemporary practice.	• Giving, receiving, and acting on feedback. • Reflecting on creative processes.	• Writing to evaluate performance. • Developing awareness of different approaches to dramatic challenges.	• Interpreting a play text in performance. • Evaluating one's own creative decisions.