Hanley Castle High School curriculum outline for parents: GCSE Drama

Exam Board: AQA Specification: GCSE DRAMA - SPECIFICATION

		Autumn Term		Spring Term		Summer Term	
Year 9	**Topic** Big question / Overview	**What skills do we need for GCSE drama?** • Improvisation Skills • Baseline Assessment – introduction to 3 elements of the 2 main elements of the course • Performance of Blues Brothers extract • How to answer exam questions on a set piece	**How can we use different stages?** • Learn about the different stage confidurations • How does acting change depending on the stage you use? • Creating drama to a stimulus	**Introduction to DNA** • Exploring context and plot of the play • Exploring characters, their backgrounds and emptions • Explore different theatre practitioners	**Devising from Stimulus** • Identifying and using a range of stimulus • Explore initial responses to a stimulus	**Who is Brecht?** • Background and context of practitioner Brecht • Explore non-naturalistic theatre • Explore social situations and essence of a character • Explore methods to make the audience think	**Scripted Work** • Use of all skills in year 9 to develop a performance of a script • Choose from a range of theatrical skills studied throughout the year
	Disciplinary knowledge/skills	• FLAT PEGS • TAPPPED • How to improvise using physical and vocal skills • Working in a group • Learning a script • Performance intentions and dramatic aims • How to portray a specific character • FEAR (feeling, evidence, acting, reasons)	• How to use a specific site to produce promenade theatre • Origins of proscenium arch and the fourth wall • Knowledge of the different areas of stage • Develop spontaneous improvisation skills • Knowledge of all stages and how to use them effectively • How to perform in the round	• How to analyse character arc, thoughts and feelings • Analyse character's development throughout a play • Naturalistic acting skills • Skills in using imagination and reacting to others' imagination	• Skills in using a range of stimuli (photo, music, poem) to devise drama • Develop use of FEAR paragraph to write about intentions • Develop range and level of theatrical skill	• Skills in including social situation to portray a character • Understanding of non-naturalistic and epic theatre • Develop use of role-switching • Explore use of narration	• Developing use of all previous knowledge and skills
	New vocabulary	• Physical & Vocal skills • Facial expressions, levels, actions, tension • Posture, Eye contact, Gesture, Space • Tone, Accent, Pitch, Pause, Pace, Emphasis, Dynamics	• Stage configuration • Thrust • Traverse • End-on • Proscenium • Wings, apron, stalls • 'in the round' • Promenade • Site-specific • Adjacent	• Thought tracking • Juxtaposition • Given circumstances • Stanislavski • Naturalistic	• Stimulus • Devising • Dramatic aims and intentions • Stream of consciousness	• Non-naturalistic theatre • Epic theatre • Gestus • Alienation effect (Verfremdungseffekt) • Fabel • Montage	