

Drama – Year 10

	Year 10 – Block A	Year 10 – Block B
	<i>Specification: EDEXCEL Drama (1DR0)</i>	
What do we teach?	Component 1: Devising Students will: <ul style="list-style-type: none"> • Create and develop a devised piece from a stimulus • Performance of this devised piece or design realisation for this performance. • Analyse and evaluate the devising process and performance. 	Component 3: Theatre Makers in Practice Students will: <ul style="list-style-type: none"> • Study the set text “DNA” by Dennis Kelly. • Practical exploration and study of one complete performance text.
How does this meet the National curriculum?	Drama allows students to develop the spoken English strand of the English National Curriculum where students use Standard English confidently in a range of formal and informal contexts. This is achieved through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Students also develop their structure and analysis writing skills in both their verbal and written work.	
Why does this knowledge matter?	Drama is a powerful learning tool for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative and exciting way. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects and to English. It supports their teaching of English by developing communication skills, through practical exploration of texts and stimuli. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, communication and critical thinking.	
Why do we teach in this sequence?	Students develop skills in theatre and performance styles to support development at KS3 as well as building on learning correct drama and theatre terminology. In Year 10, the curriculum works to give students more in-depth knowledge of skills and technique in theatre. Not only performance skills but also technical knowledge and some technical skills. Students will polish and hone their performer skills they have been using and also be introduced to more challenging methods of theatre. The experience and evaluation and analysis of live theatre inside and outside the classroom will continue to build the cultural capital offered to the students and support their ability to answer questions linked to performer skills and staging in their exam. Students will partake in practical exploration of the text and the themes through workshop activities.	
What career links are made?	Transferrable skills that will be learnt are creative thinking, critical evaluation, literacy, negotiating, organising, planning, presentation, research, teamwork. Students are made aware of some of the opportunities available as a result of studying Drama such as actor, community arts worker, dancer, drama therapist, music therapist, theatre director, youth and community worker, personnel manager, social worker, teacher, journalist, producer, broadcaster, marketing manager and charities administrator.	

Drama – Year 11

	Year 11 – Block A	Year 11 – Block B
	<i>Specification: EDEXCEL Drama (1DR0)</i>	
What do we teach?	Component 2: Performance from Text Students will: <ul style="list-style-type: none"> • Perform two extracts from one play. • Understand and deliver work in a chosen time period, style and genre 	Component 3: Theatre Makers in Practice Students will: <ul style="list-style-type: none"> • Develop their knowledge and understanding of drama and theatre. • Revision of set text DNA by Dennis Kelly • Analyse and evaluate the work of live theatre makers.
How does this meet the National curriculum?	Drama allows students to develop the spoken English strand of the English National Curriculum where students use Standard English confidently in a range of formal and informal contexts. This is achieved through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Students also develop their structure and analysis writing skills in both their verbal and written work.	
Why does this knowledge matter?	Drama is a powerful learning tool for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative and exciting way. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects and to English. It supports their teaching of English by developing communication skills, through practical exploration of texts and stimuli. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, communication and critical thinking.	
Why do we teach in this sequence?	<p>Students develop skills in theatre and performance styles, building on work completed in Year 10. In Year 11 the curriculum works to give students more in depth knowledge of skills and technique in theatre, once more developing on key skills learnt in Year 10, but also technical knowledge and technical skills as one unit has a focus on design and the more technical side of theatre.</p> <p>The experience and evaluation and analysis of live theatre inside and outside the classroom will continue to build the cultural capital offered to the students and support their ability to answer questions linked to performer skills and staging.</p>	
What career links are made?	Transferrable skills that will be learnt are creative thinking, critical evaluation, literacy, negotiating, organising, planning, presentation, research, teamwork. Students are made aware of some of the opportunities available as a result of studying Drama such as actor, community arts worker, dancer, drama therapist, music therapist, theatre director, youth and community worker, personnel manager, social worker, teacher, journalist, producer, broadcaster, marketing manager and charities administrator.	