

GCSE
DRAMA

Teaching plan

8261

Introduction

The purpose of this curriculum planner is to suggest ways for teachers to organise their teaching in order to meet the specification requirements. These suggestions are provided in addition to the suggestions discussed in the Prepare to Teach meetings. Please note, all suggestions are only suggestions. There are naturally many ways to organise the course.

AQA GCSE Drama (8261) consists of three components. These are:

- **Component 1: Understanding Drama.** This is a written examination which will take place in the summer term of Year 11.
- **Component 2: Devising Drama.** A combination of practical and written work which is teacher-assessed and may be completed at any point in the course. Marks are submitted to AQA at the end of Year 11 for moderation.
- **Component 3: Texts in practice.** A practical performance which is marked by a visiting AQA examiner during the certificating year (ie Year 11.)

Please see our 'Specification at a glance' webpage for further information.

Contents

Curriculum planning suggestions	3
Potential approach to content	7
Integrating exam content into practical components	8

Curriculum planning suggestions

Model 1 – Over three years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Introduction to Drama <i>Component 1, Section A</i>	Live theatre performance <i>Mock Component 1, Section C:</i> Performance and design skills	Introduction to devising	<i>Mock Component 2</i>	Introduction to performance skills	<i>Mock Component 3:</i> Shared performance workshop
Year 10	<i>Component 1, Section B:</i> Set play	<i>Component 1: Sections A and B</i>	<i>Mock Component 2:</i> Research and devising	<i>Mock Component 2:</i> Rehearsals and devising logs	<i>Component 1, section C</i> Live theatre performance	<i>Component 3:</i> Performance skills workshops
Year 11	<i>Component 2:</i> Devising: research and development	<i>Component 2:</i> Recorded performance and devising logs	<i>Component 3:</i> Rehearsals	<i>Component 3:</i> Visiting examiner	<i>Component 1:</i> Revision	<i>Component 1:</i> Summer examination

Model 2 – Two year plan, Option 1 (Component 2 begun in Year 10)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Introduction to Drama <i>Component 1, Section A</i>	<i>Component 1, Section B:</i> Set Play	<i>Component 1, Section C:</i> Live theatre performance Performance and design skills	<i>Component 3:</i> Performance skills and mock shared performance	<i>Component 2:</i> Devising skills	<i>Component 2:</i> Devising research and development
Year 11	Component 2: Filmed performances and devising logs	<i>Component 3:</i> Rehearsals and work-in progress performance <i>Component 1:</i> Live theatre performance	Component 3: Visiting examiner performance	<i>Component 1:</i> Revision of Sections A, B and C	<i>Component 1:</i> Mock examination	Component 1: Summer examination

Model 3 – Two year plan, Option 2 (where staffing or rooming may require a division of written and practical work)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Teacher 1 Practical	Introduction to Drama: Performance and devising skills	<i>Component 1, Section B:</i> Practical performance and design explorations	<i>Component 2:</i> Devising skills	<i>Component 2:</i> Development Mock devised performance	<i>Component 1: Section B:</i> Practical explorations	<i>Component 3:</i> Performance workshops
Year 10 Teacher 2 Written	<i>Component 1:</i> Read set play for <i>Section B</i>	<i>Component 1, Sections A and B</i> Design workshop	<i>Component 2:</i> Research and devising logs	<i>Component 1, Section C:</i> Live theatre performance	<i>Component 1, Section C:</i> Live theatre performance	<i>Component 1:</i> Mock examination
Year 11 Teacher 1 Practical	<i>Component 2:</i> Devising: development and rehearsals	<i>Component 2:</i> Work-in progress sharing and recorded performance	<i>Component 3:</i> Rehearsals and work-in-progress performance	<i>Component 3:</i> Visiting examiner performance	<i>Component 1:</i> Revision for Sections A and B	<i>Component 1:</i> Summer examination
Year 11 Teacher 2 Written	<i>Component 2:</i> Research and devising logs	<i>Component 2:</i> Devising logs <i>Component 1:</i> Section B revision	<i>Component 1:</i> Revision for sections A and B	<i>Component 1:</i> Revision for section C	<i>Component 1:</i> Revision for section C	<i>Component 1:</i> Summer examination

Model 4 – Two year plan, Option 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Introduction to Drama and performance skills <i>Component 1: Section A</i>	Introduction to design and devising	<i>Component 1:</i> Read set text Practical performance and design explorations	<i>Component 3:</i> Performance skills Mock performance	<i>Component 1:</i> Live theatre performance <i>Section C:</i> Mock examination	<i>Component 2:</i> Devising, research and development
Year 11	<i>Component 2:</i> Rehearsals and devising Logs Work-in progress performance	<i>Component 2:</i> Recorded performance and devising logs	<i>Component 3:</i> Research and rehearsals <i>Component 1:</i> Revision	<i>Component 3:</i> Rehearals and visiting examiner	<i>Component 1:</i> Revision Mock examination	<i>Component 1:</i> Summer examination

Potential approach to content

Introduction to Drama

This introductory unit provides a foundation for students to gain skills in order to approach the assessed components with confidence. Topics covered could include: how to read a play; productive group work; drama terminology; roles and responsibilities in theatre and different genres and styles.

Performance and devising skills

Units introducing and improving performance skills could include: voice, movement and characterisation. Taught devising skills could include: responding to a stimulus, rehearsal skills and evaluation.

Using Component 1 to enrich Components 2 and 3

Preparation for the final written examination can provide the opportunity to enrich the preparation for Components 2 and 3 as well. For example, centres may use the chosen Component 1, Section B set text to select scenes or monologues from for a mock Component 3 (though, of course, this text cannot be used as the actual Component 3 text.) This will offer pupils practical experience of performing or designing a text. Their discoveries from this practical work will both provide a foundation for their Component 1 Section B response and increase their confidence when approaching Component 3. Similarly, students could choose a theme from their set play as a stimulus for devising for Component 2..

Opportunities for performance

It is advisable that students have experience of performing before an audience in advance of their recorded Component 2 devised piece or their Component 3 performance for the examiner. Built in to the curriculum plans are opportunities for 'mock' or 'work-in-progress' performances. For Component 2, feedback from a 'work-in-progress' performance could enrich their devising logs.

Live theatre performance

It is a requirement of Component 1 that students see a Live Theatre Performance, either by going to the theatre or by viewing a digital or streamed live performance. In the three year plan, it is suggested that the students experience either a theatre trip or a digital performance early in the course in order to undertake a complete mock of Component 1, Section C. Two year plans could also incorporate viewing of digital live theatre performances as early preparation for this unit, as well as enriching the students' understanding of the technical and performance demands of live theatre. A few centres may discover that the live theatre performance they have gone to see will also be available at a later date in digital form and this can be used for revision for the examination. Other centres may find their study of their Component 1, Section B set play is enriched by the availability of a digital version or a live theatre performance at a local theatre.

Integrating exam content into practical components

Learners should develop knowledge and understanding of :	Learners must know and understand:
<p>characteristics of performance texts and dramatic works</p>	<ul style="list-style-type: none"> • genre • structure • character • form • style • language • sub-text • character motivation and interaction • the creation of mood and atmosphere • the development of pace and rhythm • dramatic climax • stage directions • the practical demands of the text
<p>social, cultural and historical contexts</p>	<ul style="list-style-type: none"> • the social, cultural and historical context in which the performance texts studied are set • the theatrical conventions of the period in which the performance texts studied were created.
<p>how meaning is interpreted and communicated</p>	<ul style="list-style-type: none"> • performance conventions • use of performance space and spatial relationships on stage • actor and audience configuration • relationships between performers and audience • design fundamentals such as scale, shape, colour, texture • the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying • the design of costume, including hair and make-up • the design of lighting such as direction, colour, intensity, special effects • the design of sound such as direction, amplification, music, sound effects both live and recorded • performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines • performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression

<p>drama and theatre terminology and how to use it appropriately</p> <p>the roles and responsibilities of theatre makers in contemporary professional practice.</p>	<ul style="list-style-type: none">• stage positioning (upstage, downstage, centre stage)• stage configuration• theatre in the round• proscenium arch• thrust stage• traverse• end on staging• promenade • playwright• performer• understudy• lighting designer• sound designer• set designer• costume designer• puppet designer• technician• director• stage manager• theatre manager.
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