

GCSE Drama Overview 2018-19 – GCSE AQA syllabus

Assessment objectives:

AO	Criteria	%	Marks	Component no.
AO1	Create and develop ideas to communicate meaning for theatrical performance.	20%	20	Component 2
AO2	Apply theatrical skills to realize artistic intentions in live performance	30%	20 40	Component 2 Component 3
AO3	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	30%	60	Component 1
AO4	Analyze and evaluate their own work and the work of others	20%	20 20	Component 1 Component 2

Course Overview:

Component 1	<p><u>Understanding Drama</u></p> <ul style="list-style-type: none"> • Written exam: 1 hour and 45 minutes • Open book • 80 marks AO3/4 	GCSE Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.	40%
Component 2	<p><u>Devising Drama (Practical)</u></p> <ul style="list-style-type: none"> • Devising log (60 marks) • Devised performance (20 marks) • 80 marks in total 	<p>Students will research and explore a stimulus, work collaboratively and create their own devised drama. Students will also complete a log book/record which will evaluate and analyse their process.</p> <p>Students also produce a performance of minimum 5 and maximum 10 mins. This may be an extract of a larger idea.</p> <p>Students work in groups of 2-6</p>	40%
Component 3	<p><u>Texts in Practice (Practical)</u></p> <ul style="list-style-type: none"> • Performance of Extract 1 (20 marks) and Extract 2 (20 marks) • 40 marks in total 	<p>Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from one performance text.</p> <p>They may work individually, pairs or groups. (Monologue, duologue or group). All students must complete 2 performances, of which only 1 may be a monologue. Strict timings apply and must be adhered to.</p>	20%

Aims and learning outcomes:

AQA's GCSE (9–1) in Drama will encourage learners to:

- Apply knowledge and understanding when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performance
- work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- Adopt safe working practices.

Programme of study:

Component 1 –

Content	Details
Characteristics of performance text and dramatic work	<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.
Social, Cultural and historical context	<ul style="list-style-type: none">• the social, cultural and historical context in which the performance texts studied are set

	<ul style="list-style-type: none"> • 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 makeup • 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>	<ul style="list-style-type: none"> • stage positioning: • upstage (left, right, centre) • downstage (left, right, centre) • centre stage. • staging configuration: • theatre in the round • proscenium arch • thrust stage • traverse • end on staging • promenade. <p>Students should have a general understanding of the implications of the above stage configurations on the</p>

<p>The roles and responsibilities of theatre makers in contemporary professional practice</p>	<p>use of the performance space.</p> <p>Roles:</p> <ul style="list-style-type: none"> • playwright • performer • understudy • lighting designer • sound designer • set designer • costume designer • puppet designer • technician • director • stage manager • theatre manager. <p>Knowledge and understanding should cover:</p> <ul style="list-style-type: none"> • the activities each may undertake on a day-today basis • the aspect(s) of the rehearsal/performance process each is accountable for (their contribution to the whole production being a success).
<p>Analyse and evaluate the work of a live theatre performance</p>	<ul style="list-style-type: none"> • How the play has been interpreted in the production seen and what messages the company might be trying to communicate • The skills demonstrated by the performers and how successfully meaning was communicate to the audience by the performers • The design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.

**Record of Work for AQA GCSE Drama
Year 9 2018-19**

Term	Component	Year 9 SOW outline	Time allocated	AO	Final Assessment
1	n/a 1/ 3	Building relationships within the group Introduction to Drama – <i>DNA</i> A series of practical workshops that should enable students to develop their understanding of the play and the following features of drama: <ul style="list-style-type: none"> • the social, cultural or historical context of the text • the features of the text including: <ul style="list-style-type: none"> • genres • themes • structure • character • form and style • dialogue • the role of stage directions • how to communicate effectively using: <ul style="list-style-type: none"> ○ the semiotics of drama ○ the skills of a performer or designer • performance conventions – characterisation including how to interpret character through voice, movement and language • how performance texts can be presented to an audience • the intention of the playwright • theatrical conventions - monologue, duologue, flashback, cross cutting, dramatic tension, climax, dramatic irony • the use of performance spaces – end on / apron, traverse, thrust, theatre in the round 	1 week 6 weeks	N/A AO1 AO2 AO3	Continuous formative assessment and feedback
2	2	Intro to style and genre: <ul style="list-style-type: none"> • Naturalism • Verbatim Theatre and Documentary Theatre • Expressionism and Physical Theatre. Intro to devising from a stimulus with mock Component 2 in groups of 3/4. Workshops using a range of mock stimulus from the AQA	3 weeks 4 weeks	AO1 AO2 AO4	Continuous formative assessment and feedback Continuous formative

		issued material to initiate new work. Workshops should cover the Programme of Study whilst enabling students to develop their understanding of the process of devising.			assessment and feedback
Christmas					
3	1	<p>Research the play</p> <p>Theatre visit in first or second week</p> <p>Analyse and evaluate the work of a live theatre performance</p> <p>Exam preparation</p> <p>Smaller marked questions on staging</p> <p>Mock Exam AQA sampler</p> <p>A: Staging and roles B: DNA C: 'The Play that Goes Wrong'</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Section A: Theatre Roles and Terminology</p> <p>Section B: Study of Set text</p> <p>Section C: Live theatre production</p> </div>	1 week		Timed theatre review assessment in week 4
			5 weeks	AO3 AO4	Continuous formative assessment and feedback
4	2	<p>Devising</p> <p>Devising from the AQA stimulus – (The Outsider)</p> <p>Groupings will be established, dramatic potential and model structures explored. Introduction to and guidance on completion of portfolio.</p>	6 weeks	AO1 AO2 AO4	Continuous assessment building to final assessed performance First week of May
Easter					
5	2	<p>Devising from the AQA stimulus – (The Outsider)</p> <p>Groupings will be established, dramatic potential and model structures explored. Introduction to and guidance on completion of portfolio.</p>	3 weeks	AO1 AO2 AO4	Exam performance conditions first week of May
	3	<p>GCSE Set Text study – Blood Brothers</p> <p>A series of practical workshops that should enable students to</p>	3 weeks	AO2	Assessed performance

		develop their understanding of the play.			in Summer term (Mock Component 3)
6	3	<p>GCSE Set Text study – <i>Blood Brothers</i></p> <p>A series of practical workshops that should enable students to develop their understanding of the play and the following features of drama:</p> <ul style="list-style-type: none"> • the social, cultural or historical context of the text • the features of the text including: <ul style="list-style-type: none"> • genres • themes • structure • character • form and style • dialogue • structure • 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 • the role of stage directions <p>How to communicate effectively using:</p> <ul style="list-style-type: none"> ○ the semiotics of drama ○ the skills of a performer or designer • performance conventions – characterisation including how to interpret character through voice, movement and language • how performance texts can be presented to an audience • the intention of the playwright • theatrical conventions - monologue, duologue, flashback, cross cutting, dramatic tension, climax, dramatic irony <p>Stage positioning:</p> <ul style="list-style-type: none"> • upstage (left, right, centre) • downstage (left, right, centre) • centre stage. • staging configuration: • theatre in the round 	6 weeks	AO2	Assessed performance in Summer term (Mock Component 3)

		<ul style="list-style-type: none">• proscenium arch• thrust stage• traverse• end on staging• promenade. <p>They will perform a full version of Blood Brothers for their parents and year 10.</p>			
		Summer Holidays			

**Record of Work for AQA GCSE Drama
Year 10**

Term	Component	Year 10 SOW outline	Time allocated	AO	Final Assessment
1	n/a 1 / 3	<p>Building relationships within the group</p> <p>GCSE Set Text study – <i>Blood Brothers</i> A series of practical workshops that should enable students to develop their understanding of the play and the following features of drama:</p> <ul style="list-style-type: none"> • the social, cultural or historical context of the text • the features of the text including: <ul style="list-style-type: none"> • genres • themes • structure • character • form and style • dialogue • structure • 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 • the role of stage directions <p>How to communicate effectively using:</p> <ul style="list-style-type: none"> ○ the semiotics of drama ○ the skills of a performer or designer • performance conventions – characterisation including how to interpret character through voice, movement and language • how performance texts can be presented to an audience 	1 week 6 weeks	N/A AO1 AO2 AO3	Continuous formative assessment and feedback

		<ul style="list-style-type: none"> the intention of the playwright theatrical conventions - monologue, duologue, flashback, cross cutting, dramatic tension, climax, dramatic irony <p>Stage positioning:</p> <ul style="list-style-type: none"> upstage (left, right, centre) downstage (left, right, centre) centre stage. staging configuration: theatre in the round proscenium arch thrust stage traverse end on staging promenade. <p>They will perform a full version of Blood Brothers for their parents.</p>			
2	1	<p>November – 'The Comedy about a Bank Robbery'</p> <p>Theatre visit in first week</p> <p>Intro exam section C (reviews mock)</p>	4 weeks	A03 A04	Mock exam Timed essay
Christmas Holiday					
3	1	<p>Theatre Review if didn't see–</p> <p>'The Comedy about a Bank Robbery'</p>	3 weeks	A03 A04	Mock exam Timed essay
3	2	<ul style="list-style-type: none"> Comedy Mischief Theatre Non- naturalistic Farce Melo-drama slapstick <p>Intro to devising from a stimulus with mock Component 2 in gps of 3/4. Workshops using a range of mock stimulus from the OCR issued material to initiate new work. Workshops should cover the Devising log and checklist whilst enabling students to develop their understanding of the process of devising.</p>	3 weeks	A03 A04	Timed theatre review assessment in week 3
			3 weeks	A01 A02 A04	Continuous assessment building to final assessed performance First week of May

		Development for Component 2 – introduce the stimulus material from AQA and begin development towards NEA. Groupings will be established, dramatic potential and model structures explored. Introduction to and guidance on completion of portfolio.			
4	2	Component 2 – NEA including devising process and portfolio Performances must be sent off to AQA SOW to follow.	6 weeks	AO1 AO2 AO4	Continuous assessment building to final assessed performance Week of 8 th May
Easter Holiday					
5	2	Component 1 – NEA including performance and portfolio completion Devising log book must be finished	6 weeks	AO1 AO2 AO4	Continuous assessment building to final assessed performance Week of 8 th May
6	3	Explore Scripts for Component 3 Set groups and get them researching and rehearsing	7 weeks	AO2 AO3	Assessed performance next term
Summer Holiday					

Warhorse

Intro to style and genre:

- Naturalism
- Verbatim Theatre and Documentary Theatre

Expressionism and Physical Theatre.

**Record of Work for AQA GCSE Drama
Year 11**

Term	Component	Year 11 SOW outline	Time allocated	AO	Final Assessment
1	1	<p>Building relationships</p> <p>Watch GCSE Devised performances in groups</p> <p>Complete the portfolio for Component 2 with all paperwork completed ready to send off. Give feedback notes and book computer room.</p> <p>Component 1 – <i>Blood Brothers</i></p> <p><i>Complete a workshop performance of Blood Brothers to perform to year 10.</i></p> <p>Layered learning – continuing revision using the Revision booklet and keeping knowledge fresh.</p>	<p>7 weeks (18 lessons plus afterschool rehearsals – 1 per week)</p> <p>3 lessons 1 per fortnight</p>		<p>Performance in last week of term/start of November – videoed for exam board submission.</p> <p>Portfolio to be completed throughout but final version to be submitted by the end of term (Dec)</p>
2	1 / 3	<p>Component 3 – set up</p> <ul style="list-style-type: none"> • Introduction to the text • Students cast in their performances – 2 per student. Monologue, duologue or group (only one monologue may be offered by any one student) • Rehearsals <p>Plays to be selected at the start of the year.</p>	<p>6 weeks 12 lessons plus afterschool sessions</p>	<p>N/A</p> <p>AO1 AO2 AO3</p>	<p>Component 1 Portfolio to be completed throughout but final version to be submitted by the end</p>

		<p>Component 1 – <i>Blood Brothers</i></p> <p>Layered learning – continuing revision using the Revision booklet and keeping knowledge fresh.</p> <p>Theatre visit in final week – <i>War Horse</i> Start notes for exam</p>	<p>6 weeks/lessons (1 lesson per week)</p> <p>1 week</p>		<p>of term (Dec)</p> <p>Continuous</p> <p>Theatre review over Christmas holidays</p>
Christmas Holiday					
3	3 / 1	<p>Component 3 – set up</p> <ul style="list-style-type: none"> • Rehearsals • Final exam performance preparations <p>Component 1 – <i>Blood Brothers</i></p> <p>Layered learning – continuing revision using the Revision booklet and keeping knowledge fresh.</p> <p><i>The Comedy about a Bank Robbery</i> analysis in prep for written exams</p>	<p>5 weeks 10 lessons plus afterschool sessions</p> <p>5 lessons (1 per week)</p>	<p>A03 A04</p> <p>A01 A02 A04</p>	<p>Continuous</p> <p>Continuous – regular timed essays</p>
4	1	<p>Exam section A workshops</p> <p>Exam section B preparation</p> <p>Walking talking Mocks</p>	6 weeks	<p>A01 A02 A04</p>	Continuous assessment
Easter Holiday					
5	1	<p>Revision and examination practice.</p> <p>Practice questions and papers</p>	6 weeks	<p>A01 A02 A04</p>	Continuous Exam prep and times essays

6		Course Complete			
Summer Holiday					

Year 11 Controlled conditions coursework must be complete and marked ready for Standardisation on Tuesday 17th April 2018.

All coursework and OCR paperwork must be ready for submission to the Board by Friday 27th April 2018.