



Drama Fundamentals Map

Year 10

Knowledge	Skills
<p>Fundamental Content Component 1 Exam – Understanding Drama AO3 AO4. Assessment of this component takes place in year 11</p> <p>Students will begin to demonstrate the knowledge and understanding of how drama and theatre is developed and performed required at GCSE Level Section A: bringing texts to life. Students will begin to learn and</p> <ul style="list-style-type: none"> - understand performance texts in depth - understand how performers use acting styles and techniques to create meaning and impact - understand how designers use set and props to create impact and meaning - understand how designers use lighting, sound, colour and music, to create impact and meaning - understand how designers use costume and make up to create impact and meaning - understand how directors use the stage space and spatial relationships to create impact and meaning - develop interpretations of text from the perspective of performer, director, designer - understand how directors, performers, designers influence performance style, design and staging to create meaning - understand the playwrights use of meaning, genre, structure, character, form, style, language and stage directions for communication between performer and audience - develop vocal and physical interpretations of characters - understand the performance style and theatrical conventions - understand the practices used in 21st century theatre making - develop an awareness of the social, historical, political and cultural context of the period in which texts were written and performed. 	<p>Fundamental Skills Component 2 Devising Drama AO1 AO2 AO4. Assessment of this component takes place in this year</p> <p>Students will demonstrate and be assessed the core skills of the GCSE assessment Component 1. Students will demonstrate skills AO2 that enable them to create and develop ideas to communicate meaning for theatrical performance. Students will demonstrate the skills required to</p> <ul style="list-style-type: none"> - Choose and research a stimulus - Establish aims and objectives for a performance - Practically explore content through drama techniques - Discover genre style and form through exploration - Develop structure <p>A01 AO4 – students will analyse and evaluate their own work and that of others as required at GCSE standard. They will demonstrate skills to reflect and analyse the process of devising</p> <ul style="list-style-type: none"> - Initial response to the stimulus - Creative exploration of the stimulus - Significant moments of the devising process - Consideration of style, genre, form, character, structure and language - Health and safety issues - Effectiveness of personal contribution - Success of the group in achieving intentions <p>Component 3: Text in Practice Students will apply theatrical skills to realise artistic intentions in live performance (The following skills cover the AO2 skills aspects for Component 3: Text in Practice which students are assessed on in Year 11)</p> <ul style="list-style-type: none"> - rehearse and learn lines - collaborate with a group to adapt work in response to rehearsals - use vocal skills – clarity, pitch, pace, pause, inflection, projection - use physicality skills – space, gesture, stillness and stance - combine physical and vocal skills - develop a role and character - communicate with other performers and audience - show understanding of genre, style and theatrical conventions - Designers – costume, lighting, set and sound
<p>A04 – students will analyse their own work and that of others. In preparation for GCSE standard mock assessment they will know</p> <ul style="list-style-type: none"> - The details of the title, venue and date seen 	



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| <ul style="list-style-type: none">- The names of performers and their specific roles- The specific details about costume, set, lighting and sound- The director's name, their concept/interpretation and the style of the performance- What type of theatre space was used: proscenium, traverse, in the round, apron, thrust, black box studio etc.- How the performance created an impact on them as an individual and the audience as a whole- How key ideas and themes were communicated in the performance | |
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