Scheme of Work

GCSE Drama

Components 1, 2 and 3

This Scheme of Work covers the knowledge and skills required for the coverage of the three assessment components at GCSE:

* Component 1: Devising (internally assessed, externally moderated, 40% of the qualification)
* Component 2: Performance from Text (externally assessed by visiting examiner, 20% of the qualification)
* Component 3: Theatre Makers in Practice (written exam, 40% of the qualification).

We recommend that the following resources are made available to students:

* access to a suitable rehearsal/performance space
* access to relevant scripts/performance texts
* a range of stimuli for devising work
* access to professional standard theatre productions, as a member of the audience
* access to appropriate resources for the completion of portfolio, for example computers, internet, recording equipment.

Year 1

| Week | Content coverage | Learning outcomes | Exemplar activities | Exemplar materials and resources |
| --- | --- | --- | --- | --- |
| 1 | **Induction period** | * To understand the requirements of the three components at GCSE and how they relate to each other
* To understand how assessment takes place and what coursework/ examinations will be undertaken
 | * Students listen to the outline of the GCSE course
* Discussion, and questions and answers
* Students look at exemplar work
 | * The specification
* The Assessment Objectives (AOs)
* The GCSE assessment grids
* SAMs for written exam
 |
| 2 | **Induction period** | * To understand the core skills being developed in the qualification
 | * Discussion to give an underpinning understanding of what these core skills are
* Practical exploration workshop, using a range of drama exercises
 | * The specification
* Script extracts
 |
| 3 | **Induction period** | * To use a stimulus to devise performance work
 | * Practical devising workshop, exploring ways to create performance work from a stimulus
 | * Range of drama stimulus materials
 |
| 4 | **Theatre visit preparation**(Comp 3) | * The ability to consider relevant aspects of theatre for analysis and evaluation purposes
 | * Students collate a list of questions as a group; these could be used to form a structured review/evaluation of the production being seen
 | * Specification knowledge and understanding points
* SAMs for written exam
* Whiteboard/PC to collate the questions
* A planned theatre visit
 |
| 5 | **Theatre visit review**(Comp 3) | * To reflect on own experience as an audience member
* To understand the processes and practices used in the production
 | * Individual students present their evaluations
* Group plenary
 | * Programme notes
* Production reviews
 |
| 6 | **Skills workshop** | * To understand how to bring an extract from a performance text to life for an audience
 | * Working in small groups, students take an extract from a performance text and explore how to bring the scene to life
 | * Studio/performance space
* Copies of an extract from a text
* Recording equipment
 |
| 7 | **Skills workshop** | * To understand how to bring an extract from a performance text to life for an audience
 | * Students develop ideas and perform the extract to the rest of the class
 | * Studio/performance space
* Copies of an extract from a text
* Recording equipment
 |
| 8 | **Skills workshop** | * To understand how to approach the text as a theatre maker
 | * Discussion to identify key aspects of the text and creative intentions
* Workshop to explore the text in practice using alternative styles/intentions
 | * Studio/performance space
* Copies of an extract from a text
 |
| 9 | **Skills workshop** | * To develop drama skills, writing skills and analysis and evaluation skills
 | * Practical workshop to develop drama skills
* Writing workshop to develop writing, analysis and evaluation skills
 | * A range of drama stimulus materials
* Notes on techniques being used
* Writing resources as required
 |
| 10 | **Skills workshop** | * To develop drama skills, writing skills and analysis and evaluation skills
 | * Practical workshop to develop drama skills
* Writing workshop to develop writing, analysis and evaluation skills
 | * A range of drama stimulus materials
* Notes on techniques being used
* Writing resources as required
 |
| 11 | **Coursework portfolio**(Comp 1) | * To understand how to build a portfolio of process evidence
 | * Group discussion and sharing of portfolio ideas
* Skills surgery to support portfolio work
* Group plenary
 | * Portfolios
 |
| 12 | **Devising**(Comp 1) | * To use a stimulus to devise work
 | * Practical devising workshop, exploring ways to create performance work from a stimulus
 | * Range of drama stimulus materials
 |
| 13 | **Devising**(Comp 1) | * To use a stimulus to devise work
 | * Practical devising workshop, exploring ways to create performance work from a stimulus
 | * Range of drama stimulus materials
 |
| 14 | **Devising**(Comp 1) | * To understand how to devise a group performance
 | * Recap on devising skills
* Practical session on effective use of stimulus material
 | * Studio/performance space
 |
| 15 | **Devising**(Comp 1) | * To understand how to devise using a selected stimulus
 | * Discussion of the creative intentions
* Students structure the piece
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 16 | **Devising**(Comp 1) | * To understand how to develop ideas for the work to inform the devising process
 | * Discussion of students’ ideas and their intentions, skills, techniques and influences
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 17 | **Devising** **Presenting the portfolio**(Comp 1) | * To understand how to build a portfolio of process evidence
* To understand how assessment criteria/descriptors apply to your work
 | * Mini informal presentations of the portfolio so far
* Improving the portfolio
 | * Portfolios
* The specification
* The Assessment Objectives (AOs)
* The GCSE assessment grids
 |
| 18 | **Devising**(Comp 1) | * To understand how to develop the group performance
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 19 | **Devising**(Comp 1) | * To understand how to realise the group performance
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 20 | **Devising**(Comp 1) | * To understand how to realise the group performance
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 21 | **Devising**(Comp 1) | * To understand how to build a portfolio of process evidence
* To understand how assessment criteria/descriptors apply to your work
 | * Mini informal presentations of the portfolio so far
* Improving the portfolio
 | * Portfolios
* The specification
* The Assessment Objectives (AOs)
* The GCSE assessment grids
 |
| 22 | **Devising**(Comp 1) | * To understand how to realise the group performance
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 23 | **Devising**(Comp 1) | * To understand how to realise the group performance
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 24 | **Devising**(Comp 1) | * To understand how to realise the group performance
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 25 | **Devising**(Comp 1) | * To understand how to realise the group performance
 | * Dress Rehearsal
* Tech rehearsal
* Notes and feedback
 | * Studio/performance space
* Props/stimulus materials, as appropriate
 |
| 26 | **Devising**(Comp 1) | * Effective performance of devised work
 | * Final performance of devised piece
 | * Performance space
* Technical support
* Recording equipment
 |
| 27 | **Portfolio workshop**(Comp 1) | * To understand how to build a portfolio of process evidence
* To understand how assessment criteria/descriptors apply to your work
 | * Mini informal presentations of the portfolio so far
 | * Portfolios
* The specification
* The Assessment Objectives (AOs)
* The GCSE assessment grids
 |
| 28 | **Devising** (Comp 1) | * To understand how to analyse and evaluate their performance work
 | * Students complete their portfolios
 | * The specification
* The Assessment
* Objectives (AOs)
* The A level assessment grids
* Recording equipment
 |
| 29 | **Devising** (Comp 1) | * To understand how to analyse and evaluate their performance work
 | * Students complete their portfolios
 | * The specification
* The Assessment
* Objectives (AOs)
* The A level assessment grids
* Recording equipment
 |
| 30 | Introducing the set text(Comp 3) | * To understand how to approach the text as a theatre maker
 | * Discussion to identify key aspects of the text
* Workshop to explore the text in practice
 | * Copies of the chosen text
* Studio/performance space
 |
| 31 | Introducing the set text(Comp 3) | * To understand how to approach a performance text for an audience
 | * Working in small groups, students take an extract from the performance text and explore how to approach the text for an audience
 | * Copies of the chosen text
* Studio/performance space
 |
| 32 | Exploring the set text(Comp 3) | * To understand how to realise the text as a theatre maker
 | * In groups, students explore in detail an extract from the performance text
 | * Extracts from the text
* Rehearsal space
 |
| 33 | **Exploring the set text** (Comp 3) | * To understand how to realise the text as a theatre maker
 | * In groups, students explore in detail a different extract from the performance text
 | * Extracts from the text
* Rehearsal space
 |
| 34 | **Exploring the set text** (Comp 3) | * To understand how to realise the text as a theatre maker
 | * Students do small performances/presentations on the extracts that they have been exploring
 | * Extracts from the text
* Rehearsal space
 |
| 35 | Exploring the set text(Comp 3) | * To understand how to realise the text as a theatre maker
 | * Students continue to practically explore the text
 | * Extracts from the text
* Rehearsal space
 |
| 36 | Exploring the set text(Comp 3) | * To understand how to realise the text as a theatre maker
 | * Students continue to practically explore the text
 | * Extracts from the text
* Rehearsal space
 |

Year 2

| Week | Content coverage | Learning outcomes | Exemplar activities | Exemplar materials and resources |
| --- | --- | --- | --- | --- |
| 1 | Exploring the set text(Comp 3) | * To further understand how to realise the text as a theatre maker
 | * Students recap the practical exploration work they completed before the summer holiday through group discussion and short presentations
 | * Extracts from the text
* Rehearsal space
 |
| 2 | Exploring the set text(Comp 3) | * To understand how to realise the text as a theatre maker
 | * Students continue to practically explore the text
 | * Extracts from the text
* Rehearsal space
 |
| 3 | Exploring the set text(Comp 3) | * To further understand how to realise the text as a theatre maker
 | * Students consider the roles of the different theatre makers involved in bringing a text to life
 | * Extracts from the text
* Rehearsal space
 |
| 4 | Exploring the set text(Comp 3) | * To further understand how to realise the text as a theatre maker
 | * Students focus on a character from the text to bring to life
* Group presentations on their interpretation of this character
 | * Extracts from the text
* Rehearsal space
 |
| 5 | Exploring the set text(Comp 3) | * To further understand how to realise the text as a theatre maker
 | * Students focus on a design element that they would use to bring an extract from the text to life
* Group presentations on these design elements
 | * Extracts from the text
* Studio space
 |
| 6 | Exploring the set text(Comp 3) | * To further understand how to realise the text as a theatre maker
 | * Students focus on how they would direct an extract to bring it to life
* Group presentations on what they would consider when directing the performance text
 | * Extracts from the text
* Studio space
 |
| 7 | **Theatre visit preparation**(Comp 3) | * The ability to consider relevant aspects of theatre for analysis and evaluation purposes
 | * Students revisit and refine the group theatre review form
 | * Specification knowledge and understanding points
* A planned theatre visit
 |
| 8 | **Theatre visit review**(Comp 3) | * To reflect on own experience as an audience member
* To understand the processes and practices used in the production
 | * Individual students present their evaluations
* Group plenary
 | * Programme notes
* Production review
 |
| 9 | **Performance from text**(Comp 2) | * To understand how to develop and realise work for performance as a theatre maker
 | * Practical exploration of extracts of a performance text
 | * Studio/performance space
* Copies of extracts from performance texts
 |
| 10 | **Performance from text**(Comp 2) | * To understand how to develop and realise work for performance as a theatre maker
 | * Practical session to develop students’ ideas for interpreting the text for performance
 | * Studio/performance space
* Copies of extracts from performance texts
 |
| 11 | **Performance from text**(Comp 2) | * To understand how to develop and realise work for performance as a theatre maker
 | * Practical session to develop students’ ideas for interpreting the text for performance
 | * Studio/performance space
* Copies of extracts from performance texts
 |
| 12 | **Performance from text**(Comp 2) | * Preparation of key extracts for assessment
 | * Selection of key extracts for performance
 | * Extracts from performance text
 |
| 13 | **Performance from text**(Comp 2) | * To understand how to realise the performance of the extracts
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Extracts from performance text
 |
| 14 | **Performance from text**(Comp 2) | * To understand how to realise the performance of the extracts
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Extracts from performance text
 |
| 15 | **Performance from text**(Comp 2) | * To understand how to realise the performance of the extracts
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Extracts from performance text
 |
| 16 | **Performance from text**(Comp 2) | * To understand how to realise the performance of the extracts
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Extracts from performance text
 |
| 17 | **Performance from text**(Comp 2) | * To understand how to realise the performance of the extracts
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Extracts from performance text
 |
| 18 | **Performance from text**(Comp 2) | * To understand how to realise the performance of the extracts
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Extracts from performance text
 |
| 19 | **Performance from text**(Comp 2) | * To understand how to realise the performance of the extracts
 | * Rehearsals
* Notes and feedback
 | * Studio/performance space
* Extracts from performance text
 |
| 20 | **Performance from text**(Comp 2) | * To understand how to realise the performance of the extracts
 | * Dress rehearsal
* Tech rehearsal
* Notes and feedback
 | * Studio/performance space
* Extracts from performance text
 |
| 21 | **Performance from text**(Comp 2) | * Effective performance of text-based work
 | * Final performance of extract pieces
 | * Performance space
* Technical support
* Recording equipment
 |
| 22 | Revision of the set text(Comp 3) | * To understand the expectations of the exam
 | * Discussion of work already completed on the text
* Text surgery
 | * Copies of text
* Any recordings of relevant work
 |
| 23 | Revision of the set text**(Comp 3)** | * To understand the expectations of the exam
 | * Discussion of work already completed on the text
* Text surgery
 | * Copies of text
* Any recordings of relevant work
 |
| 24 | Revision of the set text(Comp 3) | * To understand the expectations of the exam
 | * Practise questions
* Practical exploration
 | * Previous papers/SAMs
* Studio/performance space
 |
| 25 | Revision of the set text(Comp 3) | * To understand the expectations of the exam
 | * Practise questions
* Practical exploration
 | * Previous papers/SAMs
* Studio/performance space
 |
| 26 | Revision of the set text(Comp 3) | * To understand the expectations of the exam
 | * Students sit elements of a previous paper
* Discuss
 | * Previous papers/SAMs
 |
| 27 | Revision of the set text(Comp 3) | * To understand the expectations of the exam
 | * Practise questions
* Practical exploration
 | * Previous papers/SAMs
* Studio/performance space
 |
| 28 | Revision of the set text(Comp 3) | * To understand the expectations of the exam
 | * Practise questions
* Practical exploration
 | * Previous papers/SAMs
* Studio/performance space
 |
| 29 | Revision of the set text(Comp 3) | * To understand the expectations of the exam
 | * Students sit elements of a previous paper
* Discuss
 | * Previous papers/SAMs
 |
| 30 | **Final preparation of theatre evaluation notes for the exam** | * To understand how to use the notes effectively in the exam
 | * Students prepare the points to be included
* Students write a final draft of the 500 words allowed
 | * Copies of Live Theatre Evaluation notes form, Appendix 2
 |
| 31 | **Exam preparation and revision** | * To understand the expectations of the exam
 | * Students do practice questions on the Live Theatre evaluation
* Discussion
 | * Previous papers/SAMs
* Live Theatre notes
 |
| 32 | **Exam preparation and revision** | * To understand the expectations of the exam
 | * Students sit elements of a previous paper
* Discuss
 | * Previous papers/SAMs
 |
| 33 | **Exam preparation and revision** | * To understand the expectation of the exam
 | * Students craft ‘model’ responses and review their preparations for the exam
 | * Previous papers/SAMs
 |
| 34 | **External examination** | * To meet the expectation of the exam
 | * Students complete the external examination
 | * Exam conditions as required
 |