

Subject: GCSE Drama Eduqas

Aim and Objectives

The WJEC Eduqas GCSE in Drama offers a broad and coherent course of study which enables 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 performances.
- work collaboratively to generate, develop, and communicate ideas.
- develop as creative, effective, independent, and reflective learners 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.

Prior Learning and Progression

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of drama at either AS or A level. In addition, the specification provides a coherent, satisfying, and worthwhile course of study for learners who do not progress to further study in this subject.

Year 10

Why?

The possibilities are endless. Drama enables students to demonstrate many skills which employers, colleges and universities will be looking for. It can also give opportunities to travel, meet people and get the most out of life. Some students go on to study Drama in some of the most recognised Drama colleges and conservatoires in Britain such as RADA, Guildhall School of Music and Drama, Royal Welsh College of Music and Drama, and the Royal Central School of Speech and Drama. Many also choose to study Drama as degree courses in universities. Several students forge successful careers as Actors, Directors, Lighting or Sound Designers, Costume, Hair and Make-Up Designers or Stage Designers. There are many other career paths within the



industry including Stage Managers, Press and PR Managers and Producers. Others go on to various Universities (including Russell Group) to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism.			
5 x lessons a fortnight	Term 1	Term 2	Term 3
<p>Learning Question</p> <p>Overview of Key knowledge</p>	<p>Component 1: Devising Theatre 40%</p> <p>‘Do you know how to create, develop and perform a piece of devised theatre?’</p> <p>Students will participate in the creation, development, and performance of a piece of devised theatre. They will produce: A portfolio of supporting evidence based on the rehearsal process A performance lasting between 5-16 minutes and an evaluation of the final performance or design.</p> <p>Key Knowledge and Skills: Students will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. They will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop emotional intelligence. Practical skills will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and strong presentation skills. Written skills, both analytical and creative, as well as their</p>	<p>Component 1: Devising Theatre 40%</p> <p>‘Do you know how to create, develop and perform a piece of devised theatre?’</p> <p>Students will participate in the creation, development, and performance of a piece of devised theatre. They will produce: A portfolio of supporting evidence based on the rehearsal process A performance lasting between 5-16 minutes and an evaluation of the final performance or design.</p> <p>Key Knowledge and Skills: Students will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. They will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop emotional intelligence. Practical skills will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and strong presentation skills. Written skills, both analytical and creative, as well as their</p>	<p>Component 3: Interpreting Theatre 40%</p> <p>‘Do you understand the play Noughts and Crosses by Malorie Blackman?’</p> <p>‘Can you analyse and evaluate a live theatre performance successfully?’</p> <p>Written examination: 1 hour 30 minutes.</p> <p>Students will answer: Section A: Set Text - A series of questions based on the set text Noughts and Crosses that they will have studied.</p> <p>Section B: Live Theatre Review – Students will answer one question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course.</p> <p>Key Knowledge and Skills: Students will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. They will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop emotional intelligence.</p>

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Building and revisiting	<p>Apply devising skills, explore the style of Theatre in Education, techniques, application of five key skills to develop characterisation, structuring a performance including:</p> <ul style="list-style-type: none"> • theme/plot • form and style • language/dialogue. <p>Develop understanding of:</p> <ul style="list-style-type: none"> • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character <p>Written demonstrating of:</p> <ol style="list-style-type: none"> 1. how ideas have been researched, created, and developed in response 	<p>Apply devising skills, explore the style of Theatre in Education, techniques, application of five key skills to develop characterisation, structuring a performance including:</p> <ul style="list-style-type: none"> • theme/plot • form and style • language/dialogue. <p>Develop understanding of:</p> <ul style="list-style-type: none"> • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character <p>Written demonstrating of:</p> <ol style="list-style-type: none"> 1. how ideas have been researched, created, and developed in response 	<p>Explore and study the characteristics of the performance text, including</p> <ul style="list-style-type: none"> o genre o structure o character (including interpretation and function within an extract) o form and style o language/dialogue o stage directions • the social, historical, and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and communicated through <ul style="list-style-type: none"> o performance conventions o use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene o relationships between performer and audience o the design of lighting, sound, set (including props) and costume, hair and

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	<p>to the chosen stimulus</p> <p>2. how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning</p> <p>3. how ideas have been developed, amended, and refined during the development of the devised piece.</p>	<p>to the chosen stimulus</p> <p>2. how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning</p> <p>3. how ideas have been developed, amended, and refined during the development of the devised piece.</p>	<p>make-up</p> <ul style="list-style-type: none"> o the actor's vocal and physical interpretation of character <p>actor</p> <ul style="list-style-type: none"> o interpretation of character o character interaction o vocal skills o movement skills • designer o creation of mood and atmosphere o use of performance space o lighting o sound o set and props o costume and make-up • director o interpretation and style o performance conventions o spatial relationships on stage o relationship between performer and audience • reaction and response o individual o audience
Assessment	<p>Teacher assessed, and externally moderated.</p> <p>Students will collaborate in devising their own piece of theatre and perform in a performance from a text. They can choose to concentrate on acting or design.</p>	<p>Teacher assessed, and externally moderated.</p> <p>Students will collaborate in devising their own piece of theatre and perform in a performance from a text. They can choose to concentrate on acting or design.</p>	<p>Externally assessed examination.</p> <p>Students will explore a range of texts and view a variety of live theatre productions.</p>

Year 11 Why?			
The possibilities are endless. Drama enables students to demonstrate many skills which employers, colleges and universities will be looking for. It can also give opportunities to travel, meet people and get the most out of life. Some students go on to study Drama in some of the most recognised Drama colleges and conservatoires in Britain such as RADA, Guildhall School of Music and Drama, Royal Welsh College of Music and Drama, and the Royal Central School of Speech and Drama. Many also choose to study Drama as degree courses in universities. Several students forge successful careers as Actors, Directors, Lighting or Sound Designers, Costume, Hair and Make-Up Designers or Stage Designers. There are many other career paths within the industry including Stage Managers, Press and PR Managers and Producers. Others go on to various Universities (including Russell Group) to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism.			
5 x lessons a fortnight	Term 1	Term 2	Term 3
Learning Question Overview of Key knowledge	Component 2: Performing from a Text 20% Students will study two extracts from the same text chosen by them or the teacher. You can choose to be assessed on acting or design. You will produce: A performance lasting between 5-14 minutes using sections of text from both extracts. Key Knowledge and Skills: Students will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. They will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop emotional intelligence.	Component 3: Interpreting Theatre 40% ‘Do you understand the play Noughts and Crosses by Malorie Blackman?’ ‘Can you analyse and evaluate a live theatre performance successfully?’ Written examination: 1 hour 30 minutes. Students will answer: Section A: Set Text - A series of questions based on the set text Noughts and Crosses that they will have studies. Section B: Live Theatre Review – Students will answer one question from a choice of two, analysing and evaluating a given aspect	Component 3: Interpreting Theatre 40% ‘Do you understand the play Noughts and Crosses by Malorie Blackman?’ ‘Can you analyse and evaluate a live theatre performance successfully?’ Written examination: 1 hour 30 minutes. Students will answer: Section A: Set Text - A series of questions based on the set text Noughts and Crosses that they will have studies. Section B: Live Theatre Review – Students will answer one question from a choice of two, analysing and evaluating a given aspect

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<p>Building and revisiting</p>	<p>Apply performing or design skills to realise artistic intentions in live performance</p> <ul style="list-style-type: none"> • interpret their chosen text • contribute as an individual to the live performance. 	<p>Explore and study the characteristics of the performance text, including</p> <ul style="list-style-type: none"> o genre o structure o character (including interpretation and function within an extract) o form and style o language/dialogue o stage directions • the social, historical, and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and communicated through 	<p>Explore and study the characteristics of the performance text, including</p> <ul style="list-style-type: none"> o genre o structure o character (including interpretation and function within an extract) o form and style o language/dialogue o stage directions • the social, historical, and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and communicated through

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		o individual o audience	o individual o audience
Assessment	Externally assessed by a visiting examiner. Students will study two plays and perform them using their five key skills, work on character development and understanding stage space.	Externally assessed examination. Students will explore a range of texts and view a variety of live theatre productions.	Externally assessed examination. Students will explore a range of texts and view a variety of live theatre productions.