**HTCS Curriculum Intent**

**Creativity**

**Subject: Drama Year: 10 Half term: 5 & 6**

**Topic: C3 Written Paper**

|  |  |
| --- | --- |
|  |  **To Improve I will** |
|  | **R** | **A** | **G** |  |
| I have developed my understanding of the set text and can evidence my knowledge of the plot, context & structure of the play in a written format |  |  |  |  |
| I have created detailed character notes including specifics on movement, voice, intention & specific scenes |  |  |  |  |
| I can understand the 4 different staging formats & know how to describe them and use them within a scene |  |  |  |  |
| I have considered how the set/props/costume/lighting & technical aspects of the play comment on the action |  |  |  |  |
| I understand the structure of Section A of the exam paper and am confident in how to answer the questions  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Looking at the structure of the exam paper, Focus on Rehearsal Techniques – creating revision notesUsing the section of the script stated in the exam, use the rehearsal techniques practiallyAnswer Q1 with guidance on PEE paragraphs | Understanding the Structure of answering Section AL Q1 (GCSE C3) | Rehearsal techniques, Structure, Role on the Wall, Hot Seating, Forum Theatre |
| 2 & 3 | Focus on Q2 –Context & Characters – creating detailed notes on all main characters: Albert, Nicholls, Muller, Rose, Ted, Arthur, Ned, David, Kurt, Sgt Thunder & Cpt StewartTimeline of WW1 (using notes) and adding in context of the play from the scene by scene breakdown |  Research of context, Understanding of characters (GCSE C3)  | Context, characters,  |
| 4  | Research 1912-1918 (links with English Lit GCSE) using revision notes given and building on them. Link with Scene by Scene breakdown and TimelineComplete practice Q2 split into 3 parts 2, 3 & 4 marks | Research,How to answer Q2 (GCSE C3) | Research, PEE paragraph |
| 5 | Q3 Add in to character descriptions Voice/Movement/interaction with characters & puppets using the scriptStructure of answer and teacher modellingQ3 answer- 15 marks |  Voice, Movement, Interaction from scriptStructure of Q3 answer (GCSE C3) | Voice, Movement, Interaction, stage directions, script, characters, PEE paragraphs |
| 6 | Q4 – 4 types of staging diagrams into books, close reading of script for props, refer back to set design task to decide a design for each type of stage, Teacher led session on lighting & the original productionCreate a list of key scenes  |  Staging, set design, lighting & Sound design, key scenes, reference to original production(GCSE C3) | Traverse, Theatre in the Round, Thrust, Proscenium Arch, lanterns, projection, props |
| 7 |  Q4- Create a table of key scenes including staging, set, mood/structure, lighting, sound & original productionTeacher Modelling of Q4 answer – 15 marksPupil attempt with improvements | Creating revision material to refer to in Y11, Answering Q4(GCSE C3) | Staging, set, design, mood/atmosphere, structure, original production PEE paragraphs |
| 8 | Full Section A completed in lessonSection B Structured questions – Picking out scenes from Billy Elliot as a mock Section B play | Exam paper & Preparation for Section B(GCSE C3) | Structure, drama terminology |
| 9 | Notes made by pupils on performance. Lighting/sound/characters/movement/ voice/ structure/genre/style of acting | Understanding & evaluation of performances (GCSE C3) | Evaluation, analysis, revision notes |
| 10 | Sample questions modelled by teacher, questions attempted by pupils with feedback and development opportunities | Exam Paper preparation (GCSE C3) | Evaluation, analysis, performance skills |
| 11 | C1 Stimulus produced from Eduqas. Practical lessons on exploring stimulus set by exam board up to summer break ready for September | Practical exploration of Devising Stimuli(GCSE C1) | Stimulus, Devising, Creating |