

iGCSE Scheme of Work

	Year 10	Year 11
Autumn 1	<p>Introduction to the art of theatre and how it is different to the art of TV and Film?</p> <p>Intent: To learn techniques for devising theatre that they can draw on in later coursework To learn to make use of research and existing stories in devising work: how to find and use non-dramatic texts in a dramatic way (and/or verbatim)</p>	<p>Group Devised Performance</p> <p>Intent: To experiment with strategies for responding to stimulus To identify and a theme and undertake research to develop material To begin to devise more independently, using techniques learnt from the class piece To reflect on and develop skills of problem-solving and communication when collaborating</p>
Autumn 2	<p>Intent: To develop a piece of work through to performance stage, realising the importance of building in additional rehearsal time and planning ahead (and the importance of every individual in the group ensemble) To reflect on and develop skills of problem-solving and communication when collaborating Development of class discussion to begin to use language to articulate responses to drama and personal learning experiences.</p>	<p>Intent: To continue with the devising process in order to realise a finalised, performance standard piece of Drama. To create and develop a role/s in response to a theme To experiment with and make decisions about structuring a piece To experiment with, plan and evaluate lighting, sound, set and costume choices To respond to feedback and refine the piece, taking on advice and direction as appropriate To develop a piece of work through to performance quality</p>
Spring 1	<p>Introduction to Theatre Practitioners and Repertoire</p> <p>Intent: Using research to independently investigate and understand a play text Investigation and exploration of characterisation: understanding and interpreting a role from script Experimentation with staging and dramatic choices Exploration of working from page to stage: identifying and solving problems with this</p>	<p>Exam preparation.</p> <p>Intent: Development of journal work and class discussion to begin to use language to articulate responses to drama and personal learning experiences Recap and develop drama terminology Learn to understand and respond to the question at hand Learn to use evidence effectively Learn to justify responses and develop ideas in appropriate detail Learn to evaluate work appropriate and effectively Learn to plan longer answers Learn to judge the length of answers according to</p>

	<p>process Experimentation with Stanislavski (and any other practitioners’) techniques for rehearsal</p>	<p>marking Learn to time manage in exam conditions</p>
Spring 2	<p>Intent: Rehearsing a piece to performance level - including understanding the roles and responsibilities of each individual in the group Development of class discussion to begin to use language to articulate responses to drama and personal learning experiences</p>	<p>PLAY STUDY: Pre-release Extract One Intent: Learning to read and understand a script (or extract) Dividing a script into units to develop detailed notes for understanding and interpretation Experimentation with directing and rehearsing scenes from a script Exploration of design and learning to make and justify appropriate and imaginative choices: set; costume; lighting; sound Development of appropriate terminology for discussing directing, acting and design Learning to write about practical exploration and decisions, justifying choices, and using appropriate drama terminology</p>
Summer 1	<p>Intent: Continue rehearsing a piece to performance level - including understanding the roles and responsibilities of each individual in the group Development of class discussion to begin to use language to articulate responses to drama and personal learning experiences</p>	<p>PLAY STUDY: Pre-release Extract Two Intent: Learning to read and understand a script (or extract) Dividing a script into units to develop detailed notes for understanding and interpretation Experimentation with directing and rehearsing scenes from a script Exploration of design and learning to make and justify appropriate and imaginative choices: set; costume; lighting; sound Development of appropriate terminology for discussing directing, acting and design Learning to write about practical exploration and decisions, justifying choices, and using appropriate drama terminology</p>
Summer 2	<p>Introduction to Monologues Intent: Using research to independently investigate and understand a play text Analysing text for practical exploration (table work) Understanding and interpreting character from a script Using imagination to develop depth and nuance for the character Experimentation with staging and dramatic choices</p>	

	<p>Exploration of working from page to stage: identifying and solving problems with this process</p> <p>Experimentation with Stanislavski (and any other practitioners') techniques for rehearsal</p> <p>Developing an individual rehearsal process</p> <p>Rehearsing a piece to performance level - without the support of a group</p>	
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Impact: Assessment and outcomes in Key Stage 4

AO1 Knowledge and understanding of repertoire

Candidates demonstrate their knowledge and understanding of the process of moving from script to performance, and can justify artistic choices as actor, director or designer.

AO2 Devising original drama

Candidates demonstrate their ability to devise and evaluate their own original pieces of drama.

AO3 Performance skills

Candidates demonstrate their performance skills and their ability to communicate effectively with an audience.