The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Drama
Year Group	Year 10
Intent	**The study of Drama will develop…** **Successful and resilient learners:** who understand a wide range of theatrical styles, genres and practitioners through both a theoretical and practical lens, demonstrating an ability to perform and analyse relevant techniques, applying them to their chosen performative skill.

	Confident individuals: who can successfully collaborate with others, speak confidently in public and in group situations, and who can utilise appropriate vocal and physical skills to assist with their realisation of a character/stage persona. Learners will also be curious and confidently analyse, probe and interrogate situations and stimulus material. **Responsible citizens:** who are able to sensitively understand and explore subtext and context in text-based, performative *and* real life situations, harnessing a developed conscientiousness and moral compass. Learners will demonstrate empathy, enabling them to act with compassion and understanding in their lives, both on *and* off stage.					
Narrative	By the end of Y10, students will have completed their Component 1 practical GCSE exam. They will have devised a piece of theatre in the style of a practitioner working from a stimulus provided by the exam board. Students will also further develop evaluative skills and self-reflection, enabling them to write a report evaluating their practical performance. The study in Y9 is geared towards providing the students with all the knowledge that they need in order to devise in the style of a practitioner for their Component 1 exam in Y10. At the end of Y10, students will build on their performance skills learnt in Y7, Y8 and Y9 and will take part in a series of actor training workshops to prepare them for their Component 2 Exam in Y11.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Component 1 Mock - Devised Theatre		Component 1- Devised Theatre 40%	Component 1- Devised Theatre 40%	Component 1 Evaluation 40%	Component 2 Preparation
Key skills	AO1- Create and develop ideas to communicate meaning for performance (Portfolio of evidence). AO2- Apply theatrical skills to realise artistic intentions in live performance.	AO2- Apply theatrical skills to realise artistic intentions in live performance. A04- Analyse and evaluate their own work.	Students will spend the first half term exploring all 4 stimuli provided by the exam board. Students will apply their creative skills to each stimulus so that they have a range of ideas to select from.	AO1- Create and develop ideas to communicate meaning for performance (Portfolio of evidence). AO2- Apply theatrical skills to realise artistic intentions in live performance.	A04- Analyse and evaluate their own work. Students will use writing frames to prepare themselves for their written evaluations.	Preparation for Component 2 performance examination. Students will gain knowledge of performance requirements and artistic intentions.

Cultural capital and Careers	Cultural influences of the stimuli explored. Stimuli provided by the exam board (past paper).	Cultural influences of the stimuli explored. Stimuli provided by the exam board (past paper).	Cultural influences of the stimuli explored. Stimuli provided by the exam board (live paper) Careers: Builds on student's communication skills and team building skills as students work in groups to produce piece of theatre.	Cultural influences of the stimuli explored. Stimuli provided by the exam board (live paper) Careers: Producing a piece of theatre in groups. Students have independence to choose a practitioner and create a story line from stimulus.	Evaluate recorded performances of live theatre and discuss the influences of their selected practitioner. Careers: Producing a piece of theatre in groups. Students develop communication skills, build confidence and self-resilience.	Time frame of playwrights explored in line with specification. A variety of play texts explored from various centuries. Careers: Students work in groups, build on communication skills, resilience, and confidence while interpreting a character from a play. This will also develop students creativity if choosing acting career.
Assessment	Students assessed on engagement and participation in theatre making process with their group.	Assessment of 'WIP' - work in progress rehearsal.	Students assessed on 1) practical performance of their devised piece and 2) their written portfolio (3 parts) for their practical mock exam.	Students assessed on their application of practitioner skills into a mini devised piece of theatre.	Students are assessed on their written evaluation of their mock exam.	Students assessed within practical 'performing from a text' intensive workshop. Acting/design techniques assessed.