

## GCSE Drama course planner

---

### Guidance on planning your course

The 2016 GCSE Drama qualification is 120 Guided Learning Hours.

We recommend a two-year course of study. It is important that students are given sufficient time to cover all the areas of study and also to develop the relevant experience in how they think about and understand drama, in order to fully meet the requirements and demands of the specification.

Drama requires students to think about a range of factors including social, cultural and emotional settings that require maturity and awareness of others. This will need to be taken into account when planning the course.

Practical work is at the heart of this course, and relevant drama skills and techniques will need to be developed.

The following pages show high level course plans for GCSE Drama. They are not intended to prescribe a particular course structure, and should be adapted to fit the needs of your centre and students. There is a plan for the recommended two-year delivery and a one-year plan, should you decide this is appropriate for your centre and students.

We also provide detailed schemes of work, which you can download from the Edexcel website.

	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
<b>OPTION 1: Maps to scheme of work</b> <b>Two-year course</b>	<p>Introduction period</p> <p>Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This should be an on-going development process.</p> <p>This will include:</p> <p>Students participating in workshops to develop the drama skills and techniques required for devising and text-based work.</p> <p>Students developing skills for recording the development of their ideas for performance as well as underpinning skills such as analysis and evaluation.</p> <p>Students go to see a piece of live theatre and develop their analysis and evaluation skills.</p>	<p>Component 1: Devising</p> <p>In groups, students explore a range of stimuli and begin developing their devising skills.</p> <p>A portfolio for recording the creation and development of their devised work is introduced and they begin to record their ideas and how they have been developed as part of their exploration.</p> <p>Students are given the stimuli that their assessment will be based on.</p> <p>In groups students devise their own piece of work based on the stimulus.</p> <p>Students begin their portfolio of evidence detailing their devising process.</p>	<p>Component 1: (continued)</p> <p>The performances /design realisations for the piece are finalised and performed.</p> <p>These are assessed by the teacher.</p> <p>Students analyse and evaluate the devising process and the performance in their portfolio.</p> <p>Component 3: Theatre makers in practice</p> <p>Students start looking at an overview of their chosen set text, practically exploring extracts from it.</p>	<p>Component 3: (continued)</p> <p>Students continue looking at their set text and develop skills for interpreting the text as a director, performer and designer.</p> <p>Students go to see a piece of live theatre.</p> <p>Theatre visit evaluation notes prepared.</p> <p>Component 2: Performance from text</p> <p>Students explore their chosen text and select their extracts for performance.</p> <p>Students develop their performances or designs for their chosen extracts.</p>	<p>Component 2: (continued)</p> <p>Students continue to develop their performances or designs for their chosen extracts.</p> <p>The performances /design realisations for the pieces are finalised and performed.</p> <p>These are assessed by a visiting examiner.</p> <p>Component 3: Theatre makers in practice</p> <p>Students begin to revise their exploration of the set text.</p>	<p>Internally assessed work is sent for moderation.</p> <p>Students prepare their live theatre evaluation notes.</p> <p>Students continue to revise the set text they have studied.</p> <p>Students sit the external examination in May/June.</p>

## Course planner

	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
<b>OPTION 2: Alternative order</b> Two-year course	<p>Introduction period Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This should be an on-going development process.</p> <p>Component 3: Theatre makers in practice Students practically explore the set text that they have chosen for the written exam. This includes exploring performer, designer and director considerations.</p> <p>This acts as an introduction to skills and techniques in drama and to text based work.</p>	<p>Component 3: (continued) Students continue to practically explore the set text</p> <p>Component 1: Devising In groups, students explore a range of stimuli and begin developing their devising skills. A portfolio for recording the creation and development of their devised work is introduced and they begin to record their ideas and how they have been developed as part of their exploration.</p> <p>Students go to see a piece of live theatre and develop their evaluation skills.</p>	<p>Component 1: Devising (continued) Students are given the stimuli that their assessment will be based on. As a group students devise their own piece of work based on the stimulus. Students begin their portfolio of evidence detailing their devising process. The performances /design realisations for the piece are finalised and performed. These are assessed by the teacher. Students analyse and evaluate the devising process and the performance in their portfolio.</p>	<p>Component 2: Performance from text Students explore their chosen text and select their extracts for performance. Students develop their performances or designs for their chosen extracts. Students go to see a piece of live theatre and develop their evaluation skills. Theatre visit evaluation notes prepared.</p>	<p>Component 2: (continued) The performances /design realisations for the pieces are finalised and performed. These are assessed by a visiting examiner. Component 3: Theatre makers in practice Students return to their exploration of the set text.</p>	<p>Internally assessed work is sent for moderation.</p> <p>Students prepare their live theatre evaluation notes.</p> <p>Students revise the set text they have studied.</p> <p>Students sit the external examination in May/June.</p>

	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
<b>OPTION 3: All assessment in year 11</b> <b>Two-year course</b>	<p>Introduction period</p> <p>Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This should be an on-going development process.</p> <p>This will include:</p> <p>Students participating in workshops to develop the skills and techniques required for devising and text-based work.</p> <p>Students developing skills for recording the development of their ideas for performance as well as underpinning skills such as analysis and evaluation.</p> <p>Mini-Component 2:</p> <p>Students learn the skills they will need for component 2 by exploring a text and selecting extracts for performance.</p> <p>Students develop their performances or designs for their chosen extracts.</p>	<p>Mini-Component 2 continued:</p> <p>The performances /design realisations for the extracts are finalised and performed to the teacher and the rest of the class.</p> <p>Component 3: Theatre makers in practice</p> <p>Students practically explore the set text that they have chosen for the written exam. This includes exploring performer, designer and director considerations.</p> <p>Students go to see a piece of live theatre and develop their evaluation skills.</p>	<p>Component 3: (continued)</p> <p>Students continue to practically explore the set text</p> <p>Mini-Component 1: Devising</p> <p>In groups, students explore a range of stimuli and begin developing their devising skills.</p> <p>A portfolio for recording the creation and development of their devised work is introduced and they begin to record their ideas and how they have been developed as part of their exploration.</p>	<p>Component 1: Devising</p> <p>Students are given the stimuli that their assessment will be based on.</p> <p>As a group students devise their own piece of work based on the stimulus.</p> <p>Students begin their portfolio of evidence detailing their devising process.</p> <p>The performances /design realisations for the piece are finalised and performed.</p> <p>These are assessed by the teacher.</p> <p>Students analyse and evaluate the devising process and the performance in their portfolio.</p>	<p>Component 2:</p> <p>Students explore their chosen text and select their extracts for performance.</p> <p>Students develop their performances or designs for their chosen extracts.</p> <p>The performances /design realisations for the pieces are finalised and performed.</p> <p>These are assessed by a visiting examiner.</p> <p>Component 3: Theatre makers in practice</p> <p>Students return to their exploration of the set text.</p>	<p>Internally assessed work is sent for moderation.</p> <p>Students prepare their live theatre evaluation notes.</p> <p>Students revise the set text they have studied.</p> <p>Students sit the external examination in May/June.</p>

## Course planner

	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
<b>OPTION 3: One-year delivery option*</b>	<p>Introduction period</p> <p>Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This should be an on-going development process.</p> <p>Component 3: Theatre makers in practice</p> <p>Students start to practically explore the set text that they have chosen for the written exam. This includes exploring performer, designer and director considerations.</p> <p>Component 1: Devising is introduced, and the devising process explored using a range of stimuli.</p> <p>The portfolio for recording the creation and development of their devised work is introduced.</p> <p>Students are given the stimuli that their assessment will be based on.</p> <p>As a group students devise their own piece of work based on the stimulus.</p> <p>Students begin their portfolio of evidence detailing their devising process.</p>	<p>The performances /design realisations for the piece are finalised and performed.</p> <p>These are assessed by the teacher.</p> <p>Students analyse and evaluate the devising process and the performance in their portfolio.</p> <p>Component 2: Performance from text,</p> <p>Students develop their performances of designs for their chosen extracts.</p> <p>The performances /design realisations for the pieces are finalised and performed.</p> <p>These are assessed by a visiting examiner.</p> <p>Further study and exploration of complete performance text for</p> <p>Component 3: Theatre makers in practice.</p>	<p>Students go to see a piece of live theatre and develop their evaluation skills.</p> <p>Internally assessed work is sent for moderation.</p> <p>Students prepare their live theatre evaluation notes.</p> <p>Students revise the set text they have studied.</p> <p>Students sit the external examination in May/June.</p>	N/A	N/A	N/A

- Due to the nature of linear assessment, this one year option would have to be taught in year 11, so that the assessment was in the terminal year of the qualification.