



Unit and Year:

Year 10 GCSE

Component 1

40% of the qualification: worth 60 marks

Purpose of Unit:

1. To create and develop a devised piece from a stimulus
2. Performance of this devised piece or design realisation for this performance (sound, lighting or costume)
3. To analyse and evaluate the devising process and performance.

Key Learning/Knowledge:

- To work collaboratively with others to explore a range of stimuli in order to create an original performance piece.
- Personal development and exploration.
- Characteristics of dramatic work including genre, structure, character, form, style, and language.
- How meaning is communicated and interpreted through:
 1. Performance conventions
 2. Use of space and spatial relationships on stage
 3. Relationships between performer and audience.
- Performers must develop skills in:
 1. Rehearsing and learning lines; adapting work in response to rehearsals (to be done collaboratively)
 2. Voice: use of clarity, pace, inflection, pitch and projection
 3. Physicality: use of space, gesture, stillness and stance
 4. Ability to combine and apply vocal and physical skills

Key Vocabulary

- ❖ Devising
- ❖ Performance
- ❖ Group
- ❖ Creativity
- ❖ Negotiation
- ❖ Characterisation
- ❖ Development
- ❖ Rehearsal
- ❖ Physicality
- ❖ Voice
- ❖ Design
- ❖ Audience
- ❖ Impact
- ❖ Dramatic potential
- ❖ Themes
- ❖ Intention

Key Skills:

- Group work
- Research and negotiation
- Creativity, performance and design skills.



- | | |
|---|--|
| <ul style="list-style-type: none">• Consider the impact that they can make on an audience, as they develop the ideas that they want to communicate. | |
|---|--|

Links to prior knowledge/learning:

- Devising
- Group work
- Analysis and evaluate
- Style and intention
- Practitioners
- Collaboration and creativity



Unit and Year:

Year 10 GCSE

Component 2: Performance from text

20% of the qualification

Purpose of Unit:

1. This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text.
2. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance.
3. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

Key Learning/Knowledge:

- Performers must gain knowledge and understanding to explore how meaning is communicated through:
 1. Themes, issues, performance conventions
 2. Genre, structure, form, style, language and stage directions
 3. Character relationships
 4. Character development.
- Provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods.

Key Vocabulary

- ❖ Interpretations
- ❖ Artistic intentions
- ❖ learning lines
- ❖ Rehearsing
- ❖ Refining
- ❖ Performing
- ❖ Characterisation
- ❖ Voice
- ❖ Collaboration
- ❖ Production
- ❖ Physicality
- ❖ Audience
- ❖ Relationship
- ❖ Sustaining character
- ❖ Theme
- ❖ Plot
- ❖ Language

Key Skills:

- Develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.
- How meaning is communicated and interpreted through:
 1. The use of voice, physical and non-verbal techniques (such as facial expression and gesture)
 2. Use of space and spatial relationships
 3. The presentation of characters/roles
 4. Relationships between performer and audience



5. Production elements, such as set (including props), costume, lighting and sound.	
---	--

Links to prior knowledge/learning:

- Understanding and developing knowledge of character, context and themes from a text
- Development of interpretation
- Characterisation and line learning
- Rehearsal and refinement and being self-critical
- Performing to an audience
- Developing knowledge of production elements and their impact to a performance.



Unit and Year:

Year 10 GCSE

Component 3: Theatre Makers in Practise

40% of the qualification

Purpose of Unit:

1. This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience.
2. Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience.

There are two areas of focus.

1. Study of one complete performance text.
2. A live theatre evaluation.

Key Learning/Knowledge:

- Understand the practices used in twenty-first century theatre-making
- Understand production elements and theatrical conventions
- The role of theatre makers in contemporary practice including performers, directors and designers
- How the meaning of a text might be interpreted and communicated to an audience
- Understand social, historical and/or cultural contexts including the theatre conventions of the period which the text was created and performed
- Use appropriate vocabulary and subject-specific terminology.

Key Vocabulary

- ❖ Theatre
- ❖ Intention
- ❖ Analyse
- ❖ Evaluate
- ❖ Creativity
- ❖ Performers
- ❖ Designers
- ❖ Directors
- ❖ Cultural contexts
- ❖ Historical
- ❖ Script
- ❖ Terminology
- ❖ Tone of voice
- ❖ Physicality
- ❖ Gesture
- ❖ Style
- ❖ Proxemics

Key Skills:

- Analyse and evaluate the work of theatre-makers
- Recognise specific challenges for performers, directors and designers based on their own experiences in exploring the chosen text
- Analyse and evaluate the ways in which different performance and production



elements are brought together to create theatre

- Use subject-specific terminology in discussing their work as theatre makers.

Links to prior knowledge/learning:

- How to interpret a text and understand the impact performance and design elements have on the overall production.
- Script analysis
- To analyse and evaluate artistic decisions in Theatre.