

## Drama Overview – Year 10

The Edexcel GCSE Drama qualification equips students with the skills, knowledge and confidence to progress onto further study in Drama, Theatre Studies and related creative subjects. Your child will study approximately five hours a fortnight in this option, developing their practical performance and analytical skills through a combination of coursework and examination. During Year 10, students will begin their first assessed coursework component by creating and performing their own devised piece, which contributes towards their final GCSE grade.

	Autumn	Spring	Summer
Topic(s)	<b>Drama Strategies and Styles Component 1: Devising Exam</b>	<b>Component 1: Devising Exam</b>	<b>Component 3: Theatre Makers in Practice</b>
Topic Objectives	<ul style="list-style-type: none"> <li>• Create an original performance from a given starting point (stimulus)</li> <li>• Work collaboratively to develop ideas and structure a piece of drama</li> <li>• Use acting or design skills to communicate meaning to an audience</li> <li>• Reflect on and evaluate the creative process and final performance</li> </ul>	<ul style="list-style-type: none"> <li>• Create an original performance from a given starting point (stimulus)</li> <li>• Work collaboratively to develop ideas and structure a piece of drama</li> <li>• Use acting or design skills to communicate meaning to an audience</li> <li>• Reflect on and evaluate the creative process and final performance</li> </ul>	<ul style="list-style-type: none"> <li>• Study a full play and understand how it can be brought to life on stage</li> <li>• Analyse how acting, staging, and design communicate meaning</li> <li>• Evaluate a live theatre performance</li> <li>• Develop written skills using appropriate drama terminology</li> </ul>
Acquired Knowledge/Skills	<p>During the Autumn term in Year 10, students build on their prior learning as they begin their GCSE Drama course. They revisit key performance skills such as voice, movement, and characterisation, while exploring a range of theatre styles and techniques. Students then apply these skills in a practical way by working collaboratively to create their own devised performances in response to a given stimulus. Alongside developing their acting and performance work, students learn how to shape ideas into structured pieces, use stage space effectively, and consider design elements such as lighting, sound, costume, and props. They also develop important skills in teamwork, rehearsal discipline, and reflecting on and improving their work. This term provides a strong foundation for the creative and practical demands of GCSE Drama.</p>	<p>During the Spring term in Year 10, students continue to develop their GCSE Drama skills by focusing on the refinement and performance of their devised work. They build on their initial ideas from the Autumn term, shaping them into more polished and purposeful performances. Students deepen their understanding of how to communicate meaning to an audience through the effective use of voice, movement, and dramatic techniques, while also making thoughtful decisions about staging and design elements. Alongside the practical work, they learn how to evaluate and reflect on their creative process, developing their ability to analyse and improve their work. This term strengthens both their performance quality and their understanding of how drama is created and assessed at GCSE level.</p>	<p>During the Summer term in Year 10, students complete their devised performance work and begin preparing for the written aspects of GCSE Drama. They perform their final pieces and develop their ability to reflect on and evaluate their work in a clear and structured way. Alongside this, students are introduced to the study of set texts and live theatre, learning how to analyse performance, design, and the impact of theatre on an audience. They begin to develop the written skills needed for the exam, including describing, explaining, and evaluating drama using appropriate subject terminology. This term supports a smooth transition from practical performance work to the analytical and written elements of the course.</p>
Assessments	<p><b>Component 1: Devising (40%)</b> Students are internally assessed (and externally moderated) on their ability to create and perform an original piece of drama from a stimulus, alongside a portfolio that analyses and evaluates their creative process and final performance.</p>	<p><b>Component 1: Devising (40%)</b> Students are internally assessed (and externally moderated) on their ability to create and perform an original piece of drama from a stimulus, alongside a portfolio that analyses and evaluates their creative process and final performance.</p>	<p><b>Component 3: Theatre Makers in Practice (40)</b> Students complete a mock written examination where they analyse a set text and evaluate a live theatre performance, demonstrating their understanding of how drama is created and communicated.</p>

**PSHE Development**

Components 1 and 3 of the Edexcel GCSE Drama course support students’ personal, social and health education by encouraging self-expression, confidence, and emotional awareness. Through devising their own performances in Component 1, students explore real-life themes, issues, and relationships, helping them to better understand themselves and others. In Component 3, analysing characters and situations within set texts and live theatre further develops empathy, resilience, and the ability to reflect on a range of social experiences and viewpoints.

**Careers Education**

These components provide valuable insight into a wide range of careers within the creative industries. In Component 1, students take on roles such as performer or designer (e.g. lighting, sound, costume or set), developing practical and transferable skills including teamwork, communication, problem-solving, and creativity. Component 3 builds analytical and evaluative skills, which are essential for careers in the arts, media, education, and beyond. Together, these experiences help students understand the breadth of opportunities available within theatre and the wider creative sector.

**Fundamental British Values**

The study of drama naturally promotes key British values such as respect, tolerance, and democracy. In Component 1, students work collaboratively, sharing ideas and making group decisions, which encourages mutual respect and appreciation of different viewpoints. Component 3 exposes students to a range of texts and performances that reflect diverse cultures, perspectives, and social issues, helping them to develop tolerance and an understanding of life in modern Britain. The collaborative and reflective nature of drama also reinforces the importance of individual voice within a group setting.

**SMSC Development (Spiritual, Moral, Social and Cultural)**

Components 1 and 3 strongly support SMSC development by allowing students to explore deeper meanings, values, and cultural contexts through drama. Spiritually, students reflect on human experiences and emotions through performance. Morally, they engage with ethical dilemmas and social issues within both devised work and studied texts. Socially, they develop collaboration and communication skills through group work and shared performances. Culturally, Component 3 broadens students’ understanding of theatre traditions and contexts, including exposure to live performance, helping them to appreciate the diversity and richness of the arts.

## Drama Overview – Year 11



The Edexcel GCSE Drama qualification continues to equip students in Year 11 with the skills, knowledge and confidence to progress onto further study in Drama, Theatre Studies and related creative subjects. Your child will study approximately five hours a fortnight, refining both their practical performance and written analytical skills. During this year, students complete their scripted performance coursework and prepare for the final written examination, which together contribute to their overall GCSE grade.

	Autumn	Spring	Summer
Topic(s)	<b>Component 3: Theatre Makers in Practice Component 2: Performance from text</b>	<b>Component 2: Performance from text</b>	<b>Component 3: Theatre Makers in Practice</b>
Topic Objectives	<ul style="list-style-type: none"> <li>Study a full play and understand how it can be brought to life on stage</li> <li>Analyse how acting, staging, and design communicate meaning</li> <li>Evaluate a live theatre performance</li> <li>Develop written skills using appropriate drama terminology</li> </ul>	<ul style="list-style-type: none"> <li>Study a published play and explore key scenes</li> <li>Interpret characters, themes, and intentions within a script</li> <li>Perform or design for two extracts from the text</li> <li>Develop practical theatre skills and understanding of performance</li> </ul>	<ul style="list-style-type: none"> <li>Study a full play and understand how it can be brought to life on stage</li> <li>Analyse how acting, staging, and design communicate meaning</li> <li>Evaluate a live theatre performance</li> <li>Develop written skills using appropriate drama terminology</li> </ul>

<p>Acquired Knowledge/Skills</p>	<p>During the Autumn term in Year 11, students focus on developing their understanding of set texts and preparing for the written GCSE Drama exam. They explore key scenes in detail, considering how characters, themes, and ideas can be communicated through performance and design. Students build their ability to analyse and evaluate drama, using appropriate subject terminology to describe how meaning is created for an audience. Alongside this, they continue to refine their practical skills through performance workshops, helping them make informed suggestions about acting and staging in the exam. This term strengthens students' confidence in both their written responses and their overall understanding of how theatre works in performance.</p>	<p>During the Spring term in Year 11, students continue to prepare for their GCSE Drama exam while completing their final practical performance work. They develop greater confidence in analysing set texts, exploring how acting, staging, and design choices communicate meaning to an audience. Students practise structuring clear, detailed written responses using subject-specific terminology, with a focus on evaluation and justification. Alongside this, they rehearse and perform their scripted pieces, refining their acting skills and responding to feedback to improve performance quality. This term ensures students are fully prepared for both the written and practical elements of the course.</p>	<p>During the Summer term in Year 11, students complete their GCSE Drama course by focusing on final exam preparation and performance readiness. They revisit key set texts and refine their ability to analyse and evaluate how drama is created and communicated to an audience, practising clear and confident written responses. Students also complete their final practical performances, applying the skills they have developed throughout the course. This term is designed to consolidate their knowledge, build confidence, and ensure they are fully prepared for both the written exam and their assessed performances.</p>
<p>Assessments</p>	<p><b>Component 3: Theatre Makers in Practice (40%)</b> Students complete a mock written examination where they analyse a set text and evaluate a live theatre performance, demonstrating their understanding of how drama is created and communicated.</p>	<p><b>Component 2: Performance from Text (20%)</b> Students are externally assessed on a live performance (or design) of two extracts from a published play, either by a visiting examiner or through recorded evidence</p>	<p><b>Component 3: Theatre Makers in Practice (40%)</b> Students complete a written examination where they analyse a set text and evaluate a live theatre performance, demonstrating their understanding of how drama is created and communicated.</p>
<p>Citizenship</p>	<p><b>PSHE Development</b> Components 2 and 3 support students' personal development by building confidence, resilience, and self-awareness. In Component 2, students rehearse and perform scripted work, developing discipline, focus, and the ability to respond positively to feedback. They also explore characters and relationships, helping them to understand emotions and perspectives beyond their own. In Component 3, analysing set texts and live theatre further strengthens empathy and reflective thinking, encouraging students to consider how different experiences and viewpoints are represented in performance.</p> <p><b>Careers Education</b> These components provide clear insight into careers within the performing arts and wider creative industries. In Component 2, students experience the rehearsal and performance process, similar to professional theatre practice, while also exploring design roles such as lighting, sound, costume, and set. This helps them understand the range of roles within a production. Component 3 develops analytical, evaluative, and written communication skills, which are transferable to a wide range of careers including media, education, arts management, and beyond.</p> <p><b>Fundamental British Values</b> Components 2 and 3 promote respect, tolerance, and understanding of different perspectives. In Component 2, students collaborate closely in rehearsals, learning to value others' ideas and work together towards a shared performance outcome. In Component 3, the study of diverse texts and live theatre exposes students to a range of cultural, social, and historical contexts, helping them to develop an appreciation of diversity and life in modern Britain. The process of interpreting texts also encourages students to consider different viewpoints and justify their ideas respectfully.</p> <p><b>SMSC Development (Spiritual, Moral, Social and Cultural)</b> Through Components 2 and 3, students engage with a wide range of themes and ideas that support their SMSC development. Spiritually, they explore meaning and emotion through character and performance. Morally, they consider ethical issues and dilemmas presented in plays and performances. Socially, Component 2 develops teamwork, communication, and cooperation through rehearsal and performance. Culturally, Component 3 enhances students' understanding of theatre traditions, styles, and contexts, including the experience of live theatre, helping them to appreciate the diversity and significance of the arts.</p>		

