



Scheme of work – Cambridge IGCSE® Drama (US) 0428

Overview

This scheme of work provides ideas about how to construct and deliver a course. The syllabus content has been broken down into teaching units with suggested teaching activities to reflect **basic** and **challenging** activities to be used in the classroom. The activities and learning exercises in the scheme of work are only suggestions and there are many other useful activities to be found in the materials referred to in the learning resource list. Activities are labelled as appropriate for the whole class (**W**), for group work (**G**) and for individual work (**I**).

Drama is an integrated subject. Learners study plays, they devise original drama and, most importantly, they take part in performing pieces of drama. In some instances this work takes place individually (I), at other times it takes place as part of a group (G). Whether they take place individually or in groups, the three activities of studying plays, devising drama and performing are interrelated and if the study of drama is to be meaningful to the learner, each of these three aspects needs to be balanced against the other. The Assessment Objectives for the syllabus as a whole mirror these three aspects of Drama:

A UNDERSTANDING

Candidates will be assessed on their ability to demonstrate understanding of:

- the performance possibilities of text and other stimuli, and
- the differing roles of actor, director, stage manager and technician in its realisation.

B DEVISING

Candidates will be assessed on their ability to devise dramatic material and reflect on its effectiveness.

C PERFORMING SKILLS

Candidates will be assessed on their performing skills in Drama.

The purpose of this scheme of work is to reinforce the integration of these objectives. In order to do so, the scheme of work has been broken down into nine units, each of which aims to build on the skills and approaches of the previous one. Whilst there is no requirement to adopt this particular scheme, should teachers decide to adopt it, the units are ideally taught in the order in which they appear. Unit 1 is a freestanding introduction to the elements of drama within the course; there is some flexibility in the delivery of Units 6 and 7. The remaining units should be taught in pairs. Units 2 and 3 are paired, as are Units 4 and 5, as are Units 8 and 9. The reason for this is to avoid setting up text-based work and devising as two separate activities since learners' performance skills develop through both. The overall sequence of units is intended to give a coherent flow to the course. Following the units in this order will generate a choice of pieces from which to select the final coursework pieces for Paper 2 (Coursework) and will provide ample opportunity for acquiring the skills and knowledge required for Paper 1 (Written examination).

Recommended prior knowledge

While there is no recommended specific prior knowledge or skills required to begin study for Cambridge IGCSE Drama, there are broad social and interpersonal skills which will be developed during the course. These include the ability to work effectively in groups, a problem-solving approach, the ability to be a reflective learner and a grasp of the challenges of performing to others. In terms of the dramatic repertoire, it is assumed that learners will already be familiar with a number of dramatic texts.

Outline

The units within this scheme of work are:

Unit 1: The language of drama

Unit 2: Approaching text

Unit 3: The devising process

Unit 4: Text into performance 1

Unit 5: Dramatic techniques 1

Unit 6: Solo skills

Unit 7: Writing about drama

Unit 8: Text into performance 2

Unit 9: Dramatic techniques 2

Teacher support

Syllabus 0428 runs parallel to syllabus 0411 with identical content and marking criteria. The up-to-date resource list for the Cambridge IGCSE Drama 0411 syllabus can be found on the University of Cambridge International Examinations website www.cie.org.uk. In addition, the password-protected Teacher Support website at <http://teachers.cie.org.uk> provides access to syllabus 0411 past question papers, mark schemes and other support materials. We offer online and face-to-face training; details of forthcoming training opportunities are posted on the website.

Resources

There is at present no specified course book for Cambridge IGCSE Drama. Specific ideas for lesson content and particular assessment tasks may be found in the following publications:

Books:

Cross, D. & Reynolds, C. (2009). *OCR Drama for GCSE*. Hodder Education, UK

Dixon (2001). *30 Ten-Minute Plays*. Smith and Kraus, USA

Fleming, M. (2001) *Teaching Drama in Primary and Secondary Schools: An Integrated Approach*. David Fulton: London

Neelands, J. & Goode, T. (2000). *Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama*. Cambridge University Press, UK

Parker, P. & Boardman, C. (2005). *Success in GCSE Drama*. OUP: Oxford

Pymm, J. et al. (2004). *A Student's Guide to AS Performance Studies for OCR*. Rhinegold, UK

The following list includes books that are out of print but these are still widely available online, and are worth acquiring because most of the material is still current and useful to build teaching and devising repertoire for delivering these courses:

Cross, D. & Reynolds, C. (2002). *GCSE Drama for OCR*. Heinemann, UK

Gould, M. (2000). *The Complete GCSE Drama Course*. Folens, UK
Kempe, A. (2002). *The GCSE Drama Coursebook*. Nelson Thornes, UK
Linnell, R. (1998). *Practical Drama Handbook*. Hodder & Stoughton, UK
McGuire, B. (2003). *Student Handbook for Drama*. Pearson Publishing: London
Neelands, J. (1984). *Making Sense of Drama*. Heinemann, UK
Taylor, K. & Leeder, J. (2001). *GCSE Drama*. Hodder & Stoughton, UK (Out of print but second-hand copies are available to buy)

University of Cambridge International Examinations has a Cambridge IGCSE Drama Coursework Training Handbook DVD and Standards CD-ROM which are available to buy from CIE Publications at www.cie.org.uk/profiles/teachers/orderpub

In addition to printed resources, it is essential that learners of drama see live dramatic performances, even if these have to be, by necessity, amateur performances. Learners need to be made aware that television and film acting requires very different skills to theatre and that the two should not be confused. In particular, teachers are encouraged to make their learners aware of the demands of live performance to an audience and how this differs from what is possible on the big screen.

Websites:

webtech.kennesaw.edu/jcheek4/drama.htm
www.artdramascripts.com/art_drama_scripts_home
www.bbc.co.uk/schools/gcsebitesize/english_literature/dramaromeojuliet/
www.britishcouncil.org/arts-drama.htm
www.dramateachers.co.uk/
www.dramaworks.co.uk/
www.ite.org.uk/ite_topics/drama_secondary/005.html
www.monologuearchive.com/dramatic_men.html
www.monologuearchive.com/dramatic_women.html
www.nytimes.com/pages/theater/reviews/
www.samuelfrench-london.co.uk/
www.stageplays.com/index.php
www.suite101.com/drama-education
www.teaching-drama.co.uk
www.teachit.co.uk/index.asp
www.telegraph.co.uk/culture/theatre/
www.tes.co.uk/forums.aspx/
www.universalteacher.org.uk/drama/viewfromthebridge.htm

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