

# TEACHING PEARSON GCSE DRAMA EFFECTIVELY: A COMPLETE GUIDE FOR TEACHERS

CODE 8251

## ABOUT THIS COURSE

This course is designed for new teachers and teachers in their first years of teaching Pearson Edexcel GCSE Drama and focuses on how to facilitate excellent outcomes for all students across the three components of the course. It focuses on pedagogy and practice and provides specific guidance and support for both the written and practical components. There is an emphasis on how to structure the course and offers a raft of tips and strategies for supporting students in their bid to access the top band marks.

## PROGRAMME

### Overview of the Pearson Edexcel GCSE Drama course including challenges and what to expect from pupils

TIME

10.00 – 10.40am

- Understanding the course, the expectations of the exam board and how to start meeting these from day 1 of its delivery
- Designing a curriculum that helps to prepare students for the expectations of the specification
- Understanding the assessment objectives and how they feature in effective curriculum design
- Developing an understanding of what a grade 8/9 student's performance looks like, and how to get there

Discussion: coffee break

10.40 – 11.00am

### How to teach Component 3 effectively

11.00 – 12.30pm

- How to develop students' writing skills in preparation for the written examination including how to structure responses to both Section A and Section B of the paper
- Generating understanding – how exploration of the set text can be approached through practical means
- How to structure teaching to ensure that all students have an understanding of the demands of each question in Section A
- How to prepare students for Section B of the examination including an understanding of approaches to preparing the written theatre review notes and structures for extended writing responses

### The Expectations of the Written Paper

12.30 – 1.00pm

- Understanding the expectations of the exam board in terms of top mark responses
- Analysing examples of top band responses and identifying their key features

Lunch and informal discussion

1.00 – 2.00pm

### Component 2 – Performance from Text

2.00 – 2.30pm

- Choosing the text – which texts give students access to the higher bands?
- How to support students to become independent performers and designers in the classroom
- How to empower students to understand what top band performances/design look like
- Overcoming confidence issues and supporting students of all aptitudes to achieve their best

### Component 1 – Devising & The Portfolio

2.30 – 3.30pm

- Choosing a stimulus – what works well
- Performance or process? Where should we place our emphasis?
- The portfolio: how to support students to create top band portfolios through clear and effective planning
- Formative assessment – the role of the teacher to help support and prompt reflective practice during the devising process
- The importance of feedback – how to assess and mark the portfolio and provide the support and guidance needed to facilitate improvements

LOCATION/DATE

Online

Thursday 22 April 2021

Tuesday 15 June 2021

## COURSE LEADER

**Matt Yeoman** is an Assistant Headteacher at Queen's Park High School in Chester, Cheshire. He has been teaching Drama for 16 years and has the overall responsibility for leading on Teaching and Learning and staff development across the school. He is a Specialist Leader in Education (SLE) and has experience of working with a broad range of schools from across the UK to improve the quality of education in Drama.

## WHO SHOULD ATTEND?

- Heads of Performing Arts/ Drama departments
- Teachers of Pearson Edexcel GCSE Drama
- Teachers new and in their first years of teaching Pearson GCSE Drama

## BENEFITS OF ATTENDING

- Take away strategies to support the development of students' written *and* practical skills
- Develop an awareness of effective planning and structuring of the course
- Learn how to manage design and performance candidates simultaneously
- Develop strategies to promote effective learning and the collaborative practices which underpin components 1 and 2
- Learn how to develop students' ability to articulate their understanding of text and process in written form