



Curriculum Map

Subject: Drama

Year group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Declarative Knowledge</i> – <i>'Know What'</i>	Introduction to GCSE Drama This important part of the course encourages students to get to know their GCSE group very well. Students work in a predominately practical way, exploring genre, style, character, structure and the basics needed to start exploring Drama to a higher level.	Introduction to Devising Drama Students prepare for the first component of the course by responding to a given stimulus sent by the examination board. Students will start to work in their set groups. Introduction to Gizmo Alongside the introduction to the devised component, students will begin their practical exploration of the set text, Gizmo by Alan Ayckbourn.	Devising Drama Students will continue to work in their set groups for the Devising Drama component of the course. They will begin writing their Devising Drama Portfolio and will have one hour a week dedicated to theoretical response to the stimulus and rehearsal period.	Devising Drama Students will continue to work in their set groups for the Devising Drama component of the course. Students will start to finalise both their performance and Portfolio documents in readiness for the examination.	Gizmo (Section A) Students re-visit their set text in preparation for end of year examinations. Students will revise the play in a practical way, supported with regular theory lessons to start connecting practice to theory.	The Woman in Black (Section B) In preparation for the second part of the written examination, students begin their exploration of The Woman in Black, by practically exploring the text and learning about Horror Plays in general.
Skills <i>Procedural Knowledge</i> – <i>'Know How'</i>	Students will know how to work effectively in groups and develop their collaborative skills. Students will know the expectations of a GCSE Drama student. Students will know how to successfully evaluate peer work.	Students will know how to approach a stimulus in preparation for Devising Drama. They will know how to record rehearsals in their log books. Students will learn about the set text and begin the process of 'knowing how to' apply their understanding to exam questions.	Students will be more confident at devising theatre and will know how to reflect on rehearsals in a meaningful way. Students will know how to successfully complete Section 1 of the Portfolio.	Students will be more confident at both devising and performing theatre. They will know how to improve their work in preparation for the final performance. Students will know how to successfully complete Section 2 of the Portfolio.	Students will know how to apply their understanding of Gizmo to questions from Section A of the written paper. They will know how to reflect on feedback and use this to improve. Students will know how to effectively revise.	Students will know the expectations of Section B of the written examination. They will know how to write an extended response to a live production they have seen. Students will know how to identify aspects of the Horror genre.
Key Questions	What is the difference between style and genre? What do I need to know to successfully create a character? How do I work successfully in a group?	How can I successfully create a piece of live theatre? How do I respond to a stimulus? What is a stimulus? What is my dramatic intention? What is Gizmo about? How do I answer questions in Section A of the exam?	How can I successfully document my thought processes for the Portfolio? How can I reflect on and improve my practical work to make something clearer for my audience? How is meaning being created and presented to my audience?		How can I demonstrate my understanding of key characters from Gizmo? What style and genre is Gizmo? Who is Alan Ayckbourn?	How does The Woman in Black fit into the Horror genre of Drama? How do theatre makers collaborate to create specific effects? How can I create mood and atmosphere?
Assessment	Assessment is mainly formed of short performance tasks to assess how students are working together at the beginning of the course. The main GCSE assessment will take place later in the year.	Assessment is through regular marking of students' books. This will provide feedback on how to improve. Students will keep a devising log, which will be another opportunity to assess understanding.	Assessment will be through regular verbal feedback of students' practical work as it is being created. Final assessment of this component consists of a final performance of the Devised Performance (20 marks) and Portfolio (40 marks). Internally assessed, externally moderated by OCR.		Assessment will be provided through regular feedback and marking of students' books in preparation for their trial exam.	Assessment has been completed by this stage of the course and this aspect is purely preparation for the demands of Year 11.



Curriculum Map

Subject: Drama

Year group: 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p><u>Gizmo (Section A) & The Woman in Black (Section B)</u></p> <p>Students will go to see The Woman in Black at The Fortune Theatre in order to prepare for Section B of the written examination. They will learn about the way theatre makers have created specific effects and understand how to successfully write an extended response answer. Students will revise Section A, Gizmo during this time too. Lessons will be split amongst both aspects of the written exam.</p>	<p><u>Presenting and Performing Texts</u></p> <p>Students will start the next practical component of the course. For this component students will perform two extracts from one key text studied practically as a class. The class will explore the text in a series of workshops, understanding how meaning is created and how they can perform their own interpretation of the script. Students have a choice to work individually (by creating a monologue, with a partner (by creating a duologue) or in a small group. Students will spend a great deal of time in rehearsing their lines and working on blocking their performance pieces in readiness for the visit of an external examiner. The second part of this component requires students to document the process by completing the Concept Pro Forma. This is a set of 4 questions that require students to discuss how they've prepared their performances. The performance is worth 40 marks and the Concept Pro Forma is worth 20 marks. Externally assessed by a visiting examiner.</p>		<p><u>Gizmo (Section A) & The Woman in Black (Section B)</u></p> <p>Students finally re-visit both aspects of the written examination. There will be a significant shift towards theoretical lessons, rather than practical exploration. Though, some lessons may still be dedicated to practical investigation. Students are encouraged to revise from their working books and produce practice papers and exam style answers for home-based learning tasks.</p>	
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Students will know how to confidently apply their understanding of both plays to written tasks. Students will know how to realise their ideas practically for exploration purposes if needed.</p>	<p>Students will know and understand how to work from 'page to stage' in this component. Students will know how to interpret their character and make decisions on how to stage their performance. Students will know how to collaborate with others. Students will know how to explain and justify their thought-processes for the purpose of completing the Concept Pro Forma document. Students will know how to work in a more independent way when working practically.</p>		<p>Students will know how to effectively revise for the written examination. Students will know how to discuss: style; genre; character; structure; plot and narrative; mood and atmosphere; the role of theatre makers; and technical aspects. Students will use exemplars to understand how to improve their work.</p>	
<p>Key Questions</p>	<p>How do they create [this] effect? How did the [designer] contribute to the production? How did the performers develop their character(s)? How can I evaluate and analyse theatre? How can I demonstrate my understanding of key characters from Gizmo? What style and genre is Gizmo? Who is Alan Ayckbourn?</p>	<p>How can I use my voice differently to multi-role/show a different aspect of my role? How can I use my voice to convey mood and atmosphere? How can I use my physicality to demonstrate my role? How can I improve my characterisation skills to deepen my understanding of my role(s)? How can I use blocking to convey a different meaning for my audience? What is my dramatic intention? How can I show this to my audience?</p>		<p>How do they create [this] effect? How did the [designer] contribute to the production? How did the performers develop their character(s)? How can I evaluate and analyse theatre? How can I demonstrate my understanding of key characters from Gizmo? What style and genre is Gizmo? Who is Alan Ayckbourn? What are the social, historical and cultural contexts of Gizmo?</p>	
<p>Assessment</p>	<p>Assessment will be provided through regular feedback and marking of students' books in</p>	<p>Assessment will be through regular verbal feedback of students' practical work as it is being created. Final assessment of this component consists of a showcase of two performances to a visiting examiner (40 marks) and the Concept Pro Forma (20 marks). Both externally assessed.</p>		<p>Assessment will be provided through regular feedback and marking of students' books in preparation for their trial exam. Students will be encouraged to complete practice papers to receive feedback from their class teacher. Final assessment is through a written paper lasting</p>	



Curriculum Map



Sandringham School
'Everybody can be Somebody'

	preparation for their final examination		1 hour, 30 minutes. Section A (Gizmo) is worth 50 marks and Section B (The Woman in Black) is worth 30 marks.
--	---	--	---