



# Curriculum Map

Subject: Drama

Year group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>  <i>Declarative Knowledge</i> – <i>'Know What'</i>	<b>Introduction to GCSE Drama</b> This important part of the course encourages students to get to know their GCSE group very well. Students work in a predominantly practical way, exploring genre, style, character, structure and the basics needed to start exploring Drama to a higher level.	<b>Introduction to Set Text</b> Alongside the introduction to the devised component, students will begin their practical exploration of the set text, Blood Brothers by Willy Russell.  <b>Introduction to Devising Drama</b> 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.	<b>Devising Drama</b> 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.	<b>Devising Drama</b> 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.	<b>Blood Brothers (Section A)</b> Students re-visit their set text in preparation for an in-house end of the year examination. Students will revise the play in a practical way, supported with regular theory lessons to start connecting practice to theory.	<b>Live Theatre (Section B)</b> In preparation for the second part of the written examination, students begin their exploration of a live theatre production, by practically exploring the text.  <b>Presenting and Performing Texts</b> In readiness for the next part of the course, students will choose their plays for next year.
<b>Skills</b>  <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 Blood Brothers 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 style/genre.
<b>Key Questions</b>	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 Blood Brothers 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 Blood Brothers? What style and genre is Blood Brothers? Who is Willy Russell?	What style/genre is the live theatre production you've seen? How do theatre makers collaborate to create specific effects? How can I create mood and atmosphere?
<b>Assessment</b>	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. Regular checks are made on students' Portfolio documents/books. 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. Students complete an in-house trial exam and feedback is provided on this.	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
<b>Content</b> <i>Declarative Knowledge</i> – <i>'Know What'</i>	<p><b><u>Presenting and Performing Texts</u></b></p> <p>Students will begin rehearsals of Extract 1 and 2 of their practical examination for a visiting examiner. They will know what their character(s) personality is like and what the play is about.</p> <p><b><u>Blood Brothers (Section A) &amp; Live Theatre (Section B)</u></b></p> <p>Students will go to see a live theatre production or watch a digital theatre recording 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, Blood Brothers during this time too. Lessons will be split amongst both aspects of the written exam alongside practical rehearsals for PAP.</p>	<p><b><u>Presenting and Performing Texts (PAP)</u></b></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 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><b><u>Blood Brothers (Section A) &amp; Live Theatre (Section B)</u></b></p> <p>Alongside rehearsals for the PAP exam, students will continue to revise for the trial examinations taking place in November.</p>	<p><b><u>Blood Brothers (Section A) &amp; Live Theatre (Section B)</u></b></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 exploration of either the set text or live theatre production text. Students are encouraged to revise from their workbooks and produce practice papers and exam style answers for home-based learning tasks.</p>
<b>Skills</b> <i>Procedural Knowledge</i> – <i>'Know How'</i>	<p>Students will know how to effectively rehearse and learn lines in preparation for the PAP examination. 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>
<b>Key Questions</b>	<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 Blood Brothers? What style and genre is Blood Brothers? Who is Willy Russell?</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 Blood Brothers? What style and genre is Blood Brothers? Who is Willy Russell? What are the social, historical and cultural contexts of Blood Brothers?</p>
<b>Assessment</b>	<p>Practical assessment will be continuous and regular feedback will be provided every lesson against targets set by students and teachers. Assessment will be provided through regular feedback and marking of students' books in preparation for their final examination.</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. There is a November Trial exam for both sections of the paper. Assessment will be provided through regular feedback and marking of students' books in preparation for their final examination.</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. Section A (Blood Brothers) is worth 50 marks and Section B (Live Theatre) is worth 30 marks.</p>