



KS4 Curriculum Map Year 10 – Drama:

Topic	Knowledge	Skills	Assessment Opportunities
<p>Introduction to GCSE Drama 40%</p>	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> Learners participate in the creation development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or genre, in response to a stimulus set by WJEC. 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> Learners must produce: a realisation of their piece of devised theatre a portfolio of supporting evidence an evaluation of the final performance Devising Teamwork Creativity Stanislavski Brecht Physical Theatre Emma Rice Staging – Proscenium Arc, Thrust, Traverse Lighting functions, Fresnel, Gobo's relationships between performers and audience design elements including lighting, sound, set and costume the physical and vocal interpretation of character structure theme/plot form and style language/dialogue. 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> End of Term Quiz Consolidation feedback of what was learnt

<p>Component 1 Devising</p>	<ul style="list-style-type: none"> Learners participate in the creation development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. 	<ul style="list-style-type: none"> Learners must produce: a realisation of their piece of devised theatre a portfolio of supporting evidence an evaluation of the final performance Devising Teamwork Creativity Stanislavski Brecht Physical Theatre Emma Rice Staging – Proscenium Arc, Thrust, Traverse Lighting functions, Fresnel, Gobo’s relationships between performers and audience design elements including lighting, sound, set and costume the physical and vocal interpretation of character structure theme/plot form and style language/dialogue. 	<ul style="list-style-type: none"> End of Term Quiz Consolidation feedback of what was learnt Practical Mock Exam Mock Coursework on Portfolio and Evaluation
<p>Component 1 Devising</p>	<ul style="list-style-type: none"> Learners participate in the creation development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. 	<ul style="list-style-type: none"> Devising Teamwork Creativity Stanislavski Brecht Physical Theatre Emma Rice Staging – Proscenium Arc, Thrust, Traverse Lighting functions, Fresnel, Gobo’s apply knowledge and understanding when making, performing and responding to drama develop as creative, effective, independent and reflective learners able to make 	<ul style="list-style-type: none"> GCSE Exam Practical and Coursework

		<p>informed choices in process and performance</p> <ul style="list-style-type: none"> • adopt safe working practices 	
<p>Component 2 Text</p>	<ul style="list-style-type: none"> • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • Study of a play script, Teacher, Bouncers and DNA, Short Scripts • Learning a Script in guidelines with the board • Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions 	<ul style="list-style-type: none"> • Team work • Learning lines • Resilience • work collaboratively to generate, develop and communicate ideas • adopt safe working practices 	<ul style="list-style-type: none"> • End of term Quiz / test
<p>Component 2 Text</p>	<ul style="list-style-type: none"> • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • Study of a play script, Teacher, Bouncers and DNA, Short Scripts • Learning a Script in guidelines with the board • Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions 	<ul style="list-style-type: none"> • Team work • Learning lines • Resilience • work collaboratively to generate, develop and communicate ideas • adopt safe working practices 	<ul style="list-style-type: none"> • End of term practical assessment

<p>Component 3</p> <p>Exam</p> <p>Play text</p> <p>DNA</p> <p>Inspector Calls</p>	<ul style="list-style-type: none"> • Learners will be assessed on either acting or design, study two extracts from the same performance text chosen by the centre. • Participate in one performance using sections of text from both extract • Study Play text apply knowledge and understanding when making, performing and responding to drama • Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. 	<ul style="list-style-type: none"> • contribute as an individual to a theatrical performance • contribute as an individual to a theatrical performance • reflect on and evaluate their own work and that of others • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice 	<ul style="list-style-type: none"> • End of term practical assessment
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KS4 Curriculum Map Year 11 – Drama:

Topic	Knowledge	Skills	Assessment Opportunities
<p>Component 3 Interpreting Theatre 40%</p>	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> • Interpreting Theatre • Written examination: 1 hour 30 minutes 40% of qualification 60 marks • Learners will study one complete performance text from the list below. It is expected that learners will approach the study of the text practically as an actor, designer and director. • Component 3 Devising • Stimulus • Practical • Techniques • Practitioners Study • Staging • Lighting 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • learners must consider how the text is constructed and how performances create meaning through: the characteristics of the performance text, including <ul style="list-style-type: none"> o genre o structure o character (including interpretation and function within an extract) o form and style o language/dialogue o stage directions • the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and communicated through <ul style="list-style-type: none"> o performance conventions o use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene o relationships between performer and audience o the design of lighting, sound, set (including props) and costume, hair and make-up o the actor's vocal and physical interpretation of character. 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • End of Term Quiz

<p>Component 3 Interpreting Theatre 40%</p>	<p>Section B</p> <ul style="list-style-type: none"> Learners are required to analyse and evaluate one piece of live theatre viewed during the course. learners take the opportunity to view a Professional full length theatre production. production chosen for viewing must not be the text studied in Section A of this Component. 	<ul style="list-style-type: none"> actor <ul style="list-style-type: none"> o interpretation of character o character interaction o vocal skills o movement skills designer <ul style="list-style-type: none"> o creation of mood and atmosphere o use of performance space o lighting o sound o set and props o costume and make-up director <ul style="list-style-type: none"> o interpretation and style o performance conventions o spatial relationships on stage o relationship between performer and audience reaction and response <ul style="list-style-type: none"> o individual o audience 	<ul style="list-style-type: none"> Practical Mock Exam Mock Coursework on Portfolio and Evaluation
<p>Component 3 & Component 2</p>	<ul style="list-style-type: none"> Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extract The texts must be written by different playwrights. The texts must be written in historically different time periods The texts must contrast in theme Learners are required to study two 10 minute extracts, within the context of the whole text, from one performance text of their own choice. The extracts studied must be key extracts from the text selected for study: they must each represent a scene or moment that is significant to the text as a whole. Practical understanding of drama. 	<ul style="list-style-type: none"> The performance must contain an appropriate amount of text from each 10 minute extract to make a coherent interpretation in performance. The performance may contain monologues but cannot consist solely of monologues. 	<ul style="list-style-type: none"> GCSE Exam C2 Practical and Revision

<p>Component 3 Interpreting Theatre Revision Component 2 Text Exam</p>	<ul style="list-style-type: none"> • Perform a playscript • Learning a Script in guidelines with the board • Annalise • Historical Context • explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created 	<ul style="list-style-type: none"> • Team work • Learning lines • Resilience • Work collaboratively to generate, develop and communicate ideas • Adopt safe working practices 	<ul style="list-style-type: none"> • End of term Practice Exam
<p>Component 3 Text Exam Revision</p>	<ul style="list-style-type: none"> • Learners will be assessed on either acting or design, study two extracts from the same performance text chosen by the centre. • Participate in one performance using sections of text from both extract • Study Play text apply knowledge and understanding when making, performing and responding to drama • Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. 	<ul style="list-style-type: none"> • contribute as an individual to a theatrical performance • contribute as an individual to a theatrical performance • reflect on and evaluate their own work and that of others • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice 	<ul style="list-style-type: none"> • GCSE Exam