

Curriculum Map 2023-2024

Subject: GCSE Drama

Exam Board: AQA

YEAR 10	Autumn 1 6 weeks	Autumn 2 - Spring 2	Summer 1 and 2
<p>Content</p> <p>Knowledge</p>	<p>Component 1 - Live Theatre Evaluation</p> <p>Students will understand the context of the play. Students will be able to identify the director's intentions for the performance. Students will evaluate the performance skills successfully employed by the actors during key moments in the play.</p>	<p>Component 1- Noughts and Crosses</p> <p>Students will understand the characteristics of the text in performance. Students will understand how to stage the performance and apply key characterisation skills. Students will understand the play's social and political context. Students will understand how to put their performance ideas into a written essay form.</p>	<p>Component 2 - Devising Drama (30% of the overall grade)</p> <p>Students will understand how to create an effective devised performance. Students will understand how to structure a performance to engage the audience. Students will understand how to create an engaging character. Students will analyse the development of their performance through the devising log. Students will reflect on their performance through the devising log.</p>
<p>Skills</p>	<p>Students will be able to discuss the plot, structure and style of the performance. Students will be able to identify and analyse a range of vocal and physical skills used to create a range of characters. Students will be able to discuss a range of technical aspects including set, LFX and SFX. Students will be able to evaluate</p>	<p>Students will be able to 'block' the performance. Students will be able analyse and explore a range of physical skills: e.g. movement, gesture, facial expressions, body language, interaction, stance, gait. Students will be able to analyse and explore a range of vocal skills in performance: pitch, pace, tone, volume, emphasis, intonation, accent.</p>	<p>Students will use a range of devising skills:</p> <ul style="list-style-type: none"> - carry out research - develop their own ideas - collaborate with others - rehearse, refine and amend their work in progress - analyse and evaluate their own process of creating devised drama

	<p>the successes of the performance. Students will be able to analyse the effect on the overall audience.</p>	<p>Students will develop their essay writing skills to demonstrate how they would perform a character.</p>	
Key Question	<p>What were the director's intentions? How were the director's intentions realised in performance? What was the style of the performance? What was the staging configuration? How did the actors create the character through their body language and vocal skills? How did the actors engage the audience? What lighting and sound elements were used? How did the audience respond? Why was this a successful performance or not?</p>	<p>How do we take a scene from page to stage? How do we successfully bring a character to life? Why is the play's social context so important? What is the impact on the audience? How do we describe our performance skills in the written essays?</p>	<p>How will we use research to help us to create a devised performance? How will we structure a performance to ensure it makes sense to the audience? How will we make sure we are being respectful and truthful in our performances as we are exploring real life events? Which are the most appropriate drama conventions to apply to a performance? How do we ensure we are engaging the audience? How do we ensure we continually refine and develop our performance ideas?</p>
Assessment	<p>On-going essay questions Component 1: Section C A Live Theatre Evaluation (32 marks).</p>	<p>On-going essay questions Component 1: Section B Understanding Drama (44 marks)</p>	<p>INTERNAL ASSESSMENT A devised performance (between 4 and 20 mins long) A 2500 word devising log: - Section 1: Response to a stimulus - Section 2: Development and collaboration - Section 3: Analysis and evaluation.</p>
Literacy/numeracy/SMSC/Character	<p>Literacy: writing with clarity and accuracy. Developing personal responses to the play and the skills used.</p>	<p>Social inequality and racism. Literacy: writing with clarity and accuracy. Developing personal responses to the play and the skills</p>	<p>Literacy: writing with clarity and accuracy. Developing personal responses to the stimuli and the skills used.</p>

		used.	
--	--	-------	--

Enrichment opportunities and futures	Enrichment: School Show Futures: Actor Director Set designer Lighting designer Sound designer Theatre Critic Journalist	Enrichment: School Show Futures: Actor Director Playwright Set designer Lighting designer Sound designer Theatre critic Journalist Social activist	Enrichment: School Show Future: Theatre maker Actor Director Playwright
--------------------------------------	--	---	---

YEAR 11	Autumn 1 6 weeks	Autumn 2 and Spring 1	Spring 1	Spring 2 and Summer 1
Content	Component 2 - Devising Drama (40% of the overall grade)	Component 3: Text in Performance (20% of the overall grade)	Component 1: Live Theatre	Revision of Component 1: Understanding Drama Section A: Roles and Responsibilities (4 marks) Section B: Noughts and Crosses (44 marks) Section C: Live Theatre Evaluation (32 marks) (40% of the overall grade)
Knowledge	Students will understand how to create an effective devised performance. Students will understand how to structure a performance to engage the audience. Students will understand how to create an engaging character. Students will analyse the	Students will study a play and understand the plot, structure and style of performance. Students will explore two extracts in performance (a monologue/duologue or group performance). Students will understand how to create and	Students will understand the context of the play. Students will be able to identify the director's intentions for the performance. Students will evaluate the performance skills successfully employed by the actors during key moments in the play.	

	<p>development of their performance through the devising log. Students will reflect on their performance through the devising log.</p>	<p>communicate meaning for an audience. Students will understand how to realise their artistic intentions.</p>		
Skills	<p>Students will use a range of devising skills:</p> <ul style="list-style-type: none"> - carry out research - develop their own ideas - collaborate with others - rehearse, refine and amend their work in progress - analyse and evaluate their own process of creating devised drama 	<p>Students will be required to use the following skills:</p> <ul style="list-style-type: none"> - learn text they are performing for text-based performances - develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance - develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; and/or choral speaking - develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, coordination, stillness, timing, control; 	<p>Students will be able to discuss the plot, structure and style of the performance. Students will be able to identify and analyse a range of vocal and physical skills used to create a range of characters. Students will be able to discuss a range of technical aspects including set, LFX and SFX. Students will be able to evaluate the successes of the performance. Students will be able to analyse the overall effect on the audience.</p>	

		<p>facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement</p> <p>- develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance</p>		
Key Question	<p>How will we use research to help us to create a devised performance? How will we structure a performance to ensure it makes sense to the audience? How will we make sure we are being respectful and truthful in our performances as we are exploring real life events? Which are the most appropriate drama conventions to apply to a performance? How do we ensure we are engaging the audience? How do we ensure we continually refine and</p>	<p>How do we analyse a character to gain a deeper understanding of their motivations? How do we explore the character's subtext? How do we physically create an effective and engaging character? How do we vocally create an effective and engaging character? How do we successfully 'block' a performance? How do we explore the proxemics in a performance? How do we explore the actor/audience relationship in a performance? How can we experiment with pause</p>	<p>What were the director's intentions? How were the director's intentions realised in performance? What was the style of the performance? What was the staging configuration? How did the actors create the characters through their body language and vocal skills? How did the actors engage the audience? What lighting and sound elements were used? How did the audience respond? Was this a successful performance or not?</p>	

	develop our performance ideas?	and silence in a performance? How do we create an appropriate atmosphere or mood in a performance?		
Assessment	<p>INTERNAL ASSESSMENT A devised performance (between 4 and 20 mins long) A 2500 word devising log: - Section 1: Response to a stimulus - Section 2: Development and collaboration - Section 3: Analysis and evaluation.</p>	<p>EXTERNAL ASSESSMENT A performance of two extracts from a play in front of a visiting examiner. (Monologue/duologue/group performances)</p>	Component 1: A live theatre evaluation (32 marks).	<p>WRITTEN EXAM 1hour and 45 minute exam paper. Externally assessed.</p>
Literacy/numeracy/SMSC/Character	Collaborative, Confidence, Resilience, Tolerance, Initiative, Social issues, Literacy: research and devising log.	Collaborative, Confidence, Resilience, Tolerance, Initiative, Social issues, Literacy: research, wider reading and scripted work.	Literacy: writing with clarity and accuracy. Developing personal responses to the play and the skills used.	
Enrichment opportunities and futures	<p>Enrichment: KS4 Drama Club School Show</p> <p>Futures: Theatre maker Actor Director</p>	<p>Enrichment: KS4 Drama Club School Show</p> <p>Futures: Theatre maker Actor Director</p>	<p>Enrichment: KS4 Drama Club School Show</p> <p>Futures: Actor Director Playwright</p>	<p>Enrichment: KS4 Drama Club</p> <p>Futures: Actor Director Playwright Set designer</p>

	Playwright	Playwright	Set designer Lighting designer Sound designer Theatre critic Journalist Social activist	Lighting designer Sound designer Theatre critic Journalist Social activist
--	------------	------------	--	--