



## Curriculum Map

**Subject: Drama**

**Year Group: 10**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Content</b>	<p>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. Students will learn how all three components are structured and assessed.</p> <p>Introduction to the course</p> <p>Read through and understand the set text <i>Noughts and Crosses</i>, through practical exploration.</p> <p>Introduction to performance skills</p> <p>Introduction to Devising Drama Students prepare for the first component of the course by responding to a given stimulus and styles.</p> <p>Students should have a general understanding of the implications of the stage configurations and the roles and responsibilities of theatre makers</p>	<p>Section C: Live theatre production 32 Marks- written</p> <p>Performance conventions</p> <p>use of performance space and spatial relationships on stage</p> <p>Actor and audience configuration</p> <p>Relationships between performers and audience</p> <p>design fundamentals such as scale, shape, colour, texture</p> <p>The design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying</p> <p>The design of costume including hair and make-up</p> <p>The design of lighting such as direction, colour, intensity, special effects</p> <p>The design of sound such as direction, amplification, music, sound effects both live and recorded</p> <p>Performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines</p> <p>Performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression</p>	<p>Devising Drama Students will work in their 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 at the end of this term .The Devising log is worth 60 marks and must comprise three sections, 2,500 words in total, (each marked out of 20 marks 60 marks in total)</p> <p>Section 1: Response to a stimulus</p> <p>Section 2: Development and collaboration</p> <p>Section 3: Analysis and evaluation.</p> <p>1st draft hand in at the end of Year 10</p> <p>The devised performance is worth 20 marks and students will have 4 different stimuli provided by the centre to choose as a springboard for devising. Students will be encouraged to devise in a style and use the conventions of the style.</p> <p>Theory lessons on the set text will continue.</p>
<b>Skills</b>	<p>Students will know practitioners conventions Brecht- Stanislavski – Artaud- Jacques le Coq – Katie Mitchell, Alecky Blyth, Frantic Assembly</p> <p>Study and analysis of set text</p>	<p>Students will link theory and practice.</p> <p>Students will see a live production in the West End or other. Use informed judgments and drama vocabulary to</p>	<p>Students will know how to approach a stimulus in preparation for Devising Drama. They will know how to record rehearsals for their devising log.</p> <p>Students will learn about the set text</p>

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	<p>Students will understand, genre, structure, character, form, style, language, sub-text, verbatim, stage directions</p> <p>The practical demands of the text.</p> <p>The social, cultural and historical context in which The performance texts studied are set</p> <p>The theatrical conventions of the period in which the performance texts studied were created</p>	<p>assess the effectiveness. Key technical vocabulary for design.</p> <p>Sound, costume, lights, sound</p> <p>The creation of mood and atmosphere</p> <p>The development of pace and rhythm</p> <p>Dramatic climax.</p> <p>Learning lines. Interpreting information from a script. Blocking a scene.</p>	<p>and begin the process of 'knowing how to' apply their understanding to exam questions. Character motivation and interaction.</p> <p>To justify and evaluate decisions made when devising. To create character. To perform using vocal and physical skills</p>
<b>Key questions</b>	<p>Why is drama important?</p> <p>How do you communicate with an audience?</p> <p>How is theatre created?</p> <p>How do you create mood and atmosphere?</p> <p>How does style influence how a piece of theatre is created and judged?</p>	<p>What is the difference between style and genre?</p> <p>What are the conventions of different styles?</p> <p>What do I need to know to successfully create a character? How do I work successfully in a group?</p> <p>How do costume, lights, sound and set contribute to audiences understanding?</p>	<p>How can I demonstrate my understanding of key characters from Noughts and Crosses? What style and genre is Noughts and Crosses? How would I use my performance skills to show difference in status or personality?</p>
<b>Assessment</b>	<p>Written assessment with mock papers on set text Noughts and Crosses such as-</p> <p>You are designing a setting/costume/lighting/sound design for contemporary epic theatre</p> <p>Describe your design ideas (4 marks)</p> <p>Describe how you would use vocal and physical skills and explain the affects you want to create (8 marks)</p> <p>How would you use the performance space to show the relationship between two characters (12 marks)</p> <p>Explain how you would use vocal and physical skills to interpret character (20 marks)</p>	<p>Assessment through written theatre review and answering mock theatre review questions from the AQA specification.</p> <p>Describe how one OR more actors used their vocal and physical skills to show how their character develops.</p> <p>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.</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 final performance of the Devised Performance.</p> <p>The first draft of the devising portfolio will be handed in. Assessed by the teacher and moderated by AQA</p>
<b>Literacy/ Numeracy/</b>	<p>Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Empathy, Problem solving, Aspiration</p>		

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<b>SMSC/ Character</b>			