

Curriculum Map Year 10 GCSE DRAMA

Topic Name	Term	Skills developed with link to NC Subject content & GCSE	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Component 2: Devising drama	<i>Autumn HT1, Autumn HT2 and Spring HT1</i>	<p>Students must learn how to create and develop ideas to communicate meaning in a devised theatrical performance. This gives them the opportunity to create their own drama and set individual and group aims. Students will develop their ability to:</p> <ul style="list-style-type: none"> • <i>carry out research</i> • <i>develop their own ideas</i> • <i>respond to a stimulus, perform and create</i> • <i>collaborate with other</i> • <i>rehearse, refine and amend their work in progress</i> • <i>analyse and evaluate their own process of creating devised drama.</i> <p>For assessment, students must produce an individual devising log, documenting their devising process. This scheme addresses the GCSE assessment objectives: AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance and AO4: Analyse and evaluate their own work and the work of others.</p>	<p>Students have developed knowledge and understanding of the devising process at KS3. For example, year 8 devising drama and year 9 TIE.</p>	<p>Performing devised drama enables students to learn how to contribute to devised drama in a live theatre context for an audience. This scheme prepares students so they can then progress to A level drama and theatre studies component 2 Devising drama. Students will create drama focussing on a specific practitioner's style.</p>
Component 1: Written exam Section B Blood Brothers	<i>Spring HT2</i>	<p>This scheme addresses GCSE assessment objective A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <ul style="list-style-type: none"> • Themes, structure, genre, musical theatre, social, cultural and historical context, motif etc. • Plot • Characters • Dramatic devices • Practical exploration of a set text • Creating mood and atmosphere - tension, comedy etc. • Use of the performance space. 	<p>Students will have begun to develop GCSE drama written skills at KS3. (Question 1 and 2 of section B are addressed in the KS3 drama curriculum.</p> <p>Students study sections of script at KS3 for example Grimm Tales and the Practitioner's scheme. Here they look at key extracts from plays such as Bouncers, Girls Like That and The Crucible.</p>	<p>This prepares students so they can then progress to A level drama and theatre studies component 3. Here students study and practically explore and answer written exam questions about the set text 'That Face' by Polly Stenham.</p>
Component 1: Written exam Section A Terminology, roles and responsibilities	<i>Spring HT2</i>	<p>Understanding drama is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed this addresses GCSE drama assessment objective AO3:</p> <ul style="list-style-type: none"> • Careers link (Theatre roles and responsibilities) 	<p>Students have previously explored and developed knowledge and understanding about key terminology and have studied a range of practitioners at KS3.</p>	<p>Component 1: understanding drama gives students a detailed knowledge and understanding about theatre roles and terminology, which is key knowledge required to progress to A level drama and theatre studies.</p>

Component 1: Written exam (Section C) Live Theatre Review	<i>Summer HT1</i>	Students are assessed on their analytical and evaluative skills. This scheme addressed the following GCSE assessment objectives: AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed and AO4: Analyse and evaluate their own work and the work of others.	Students have developed their analytical and evaluation skills in KS3 drama. Students will have gained knowledge and understanding about reviewing theatre and writing a live theatre review. Students have participated in group discussions about live theatre performances. Students will have experienced live production as an audience member at KS2 and KS3. Students will have analysed and evaluated their own performance and design work and the work of their peers at KS3.	This scheme aims to improve students analytical and evaluative skills. Students will develop skills to enable them to write assured and sophisticated responses. This prepares for progress to A level drama and theatre studies component 3. In section A of the written exam students complete a live theatre review written response.
Component 3: Texts in practice	<i>Summer HT2</i>	This scheme addresses GCSE Drama assessment objective (A02) Apply theatrical skills to realise artistic intentions in live performance either as a performer, set designer or costume designer.	Students will have developed performance and design skills throughout the KS3 curriculum. For example, TIE, Grimms Tales, Girls like That, Practitioner scheme, Stage Makeup and costume design.	This prepares students to progress to A level Drama and Theatre studies. Students will participate as a designer or performer. They will apply their theatrical or design skills to realise artistic intentions in a live performance.

Students can take a performance route or a design route. All students will be expected to practically explore the set text.

Performer

Students who have chosen performing as a specialism will develop a range of theatrical skills:

- learn how to commit dialogue to memory for devised performances and/or 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 e.g., clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking
- develop a range of physical skills and techniques e.g., movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement
- develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance
- adopt the latest safe working practices.

Costume designer

Costume designs may include masks, hair and make-up as well as clothing.

Students who have chosen costume design as a specialism will develop a range of costume design skills:

- learn how to design and realise costumes that contribute positively to the overall effect of the performance and communicate intended meaning for an audience
- develop the ability to design and realise costumes capable of establishing the character, period, location and/or contributing to the mood or atmosphere as appropriate
- develop the ability to select appropriate materials to realise costumes showing an understanding of fabrics, textures, trimmings, accessories etc
- develop the ability to create costumes showing an understanding of colour, shape, appropriate fit, period detail, ethnic authenticity, movement constraints
- develop the ability to create costumes showing an understanding of the intentions of the performance, individual performer requirements, theatrical devices
- adopt the latest safe working practices.

Where students include make-up and hair in their designs they are expected to:

- develop the ability to select appropriate materials to realise their make-up design showing an understanding of different types of make-up eg grease-paint, liquids, powders, facial hair, eyelashes, gum, putty, prosthetics, stage blood
- develop the ability to create character through make-up: aging, fantasy characters
- develop the ability to create hairstyles appropriate to character, period, age, ethnicity.

Set designer

Students who have chosen set design as a specialism will develop skills in the following:

- learn how to design and realise sets that contribute positively to the overall effect of the performance and communicate intended meaning for an audience
- develop the ability to design and realise sets capable of establishing the location, period, time and/or to enhance the mood or atmosphere
- develop the ability to select the appropriate materials and equipment to realise the set design e.g., flats, floor coverings, drapes, furnishings
- develop the ability to realise sets showing an understanding of stage configuration, performer/audience relationship, action taking place, positioning of entrances/exits, effective, smooth and fluent scene changes, use of space, scale, levels
- develop the ability to design and realise sets selecting as appropriate dressings, furnishings, material, colour, texture, props
- adopt the latest safe working practices.