

## Curriculum Mapping: GCSE Drama Year 10-11

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 -	<b>Component 2: Scripted</b> Applying the methodologies of theatre practitioners to texts in performance	<b>Component 2: Scripted</b> Applying the methodologies of theatre practitioners to texts in performance	<b>Component 3: Written Exam</b> Practical exploration of <i>The Crucible</i> , Arthur Miller. Evaluation of a live theatre performance seen	<b>Component 3: Written Exam</b> Practical exploration of <i>The Crucible</i> , Arthur Miller. Evaluation of a live theatre performance seen	<b>Component 1: Devised</b> Devising an original piece of theatre based on a stimulus and practitioner influence	<b>Component 1: Devised</b> Devising an original piece of theatre based on a stimulus and practitioner influence
	<b>Concepts/Tier 3 vocabulary</b>  Frantic Assembly; round-by-through, chair duets, lifts, choreography. Berkoff; Total Theatre, ensemble, choral movement	<b>Concepts/Tier 3 vocabulary</b>  Vocal skills; pitch, pace, tone, pause, inflection, modulation  Physical skills; gesture, posture, gait, deportment, facial expression, stillness	<b>Concepts/Tier 3 vocabulary</b>  The Crucible: Context (written); allegory, McCarthyism, red scare, communism, witch hunt, (setting); puritanism, theocracy, Language; Goody, pretence, lecher, poppet	<b>Concepts/Tier 3 vocabulary</b>  Live theatre: analyse, evaluate, Theatre makers; director, designers – set, lighting, costume, sound, choreography, Audience impact; communicate atmosphere, setting, meaning	<b>Concepts/Tier 3 vocabulary</b>  Stimulus, genre, style, structure, form, practitioner methodologies, blocking, directing, devising, refine, amend	<b>Concepts Tier 3 vocabulary</b>  The Paper Birds; Verbatim theatre, Berkoff; Total Theatre, Brecht; Political, Epic theatre.
	<b>Justification:</b>  The first topic in year 10 uses the fundamental skills developed in KS3; still image, thought-tracks, mime, characterisation, physical theatre to explore a substantial play text such as <i>The Curious Incident of the Dog in the Night-Time</i> by Simon Stephens or Berkoff's <i>Metamorphosis</i> . The aims and methodologies of key practitioners are explored alongside the play text; Berkoff with <i>Metamorphosis</i> and Frantic Assembly with <i>Curious Incident</i> . Students encountered Berkoff in the Practitioner topic in year 7 and Frantic Assembly at the end of year 9.	<b>Justification:</b>  Students are grouped and given a script extract from the text they have explored, in the first half term. They rehearse, refine and amend an 8-10 minute performance utilising the methodologies of the associated practitioner. This is performed in front of an audience to give year 10 their first experience of a live audience.  <i>Students will see a live theatre performance between October and January. Students analyse and evaluate the creative choices and performance skills within the parameters of Component 3</i>	<b>Justification:</b>  Students will begin this term practically exploring <i>The Crucible</i> by Arthur Miller. The demands of the written exam require them to make pertinent choices as a performer, director and designer. Students begin exploring the Act 1 as a performer, with exam questions used to frame the performance and feedback section of lessons. Practical exploration of Act 2 as a director encourages students to make and justify choices for performers and the staging of scenes.	<b>Justification:</b>  Students explore Act 3 with the added layer of the context in which the play was written; 1952 USA and make connections between this and the setting and themes of the play; witch hunts, fear and persecution. Lessons are scaffolded to lead students to answer the exam question linked to context.  Act 4 is explored practically again but from the point of view of a designer. Students consider choices of set design, lighting and sound before attempting the relevant exam question.	<b>Justification:</b>  Students are grouped and given a stimulus from which to begin devising an original piece of theatre. They devise, rehearse, refine and amend a 6–8-minute performance, utilising the methodologies of the suitable practitioner. This is performed in front of a KS3 audience.  Although this is 'Component 1', it is tackled at a point in the year when students have developed the skills necessary to create original work and have developed collaborative skills.	<b>Justification</b>  Students continue to devise their original pieces for an audience ready for performance. Their understanding of how to influence and affect an audience is stronger at this stage and therefore, they are guided to consider their aims and objectives for their performance and planned audience impact.  Feedback from teachers, peers and audience is better received in this term, having built an appreciation for constructive criticism to inform their development.

	<b>Assessment:</b> <i>Regular peer and self-assessment throughout the half term with formative feedback from teachers. Component 2 assessment criteria referenced during the lessons.</i>	<b>Assessment:</b> PPE Component 2 Scripted Performance in December. Assessment criteria (AO2) Vocal and Physical Skills, Characterisation and Communication, Artistic Intentions.	<b>Assessment:</b> <i>Regular AfL and checks for understanding as we move through the play text. Low stakes exam question practice – identifying support needed and possible EAA</i>	<b>Assessment:</b> <i>Regular AfL and checks for understanding as we move through the play text. In-class written assessment – Component 3 exam questions</i>	<b>Assessment:</b> Component 3 PPE written exam on <i>The Crucible</i> and Live Theatre seen. (AO3 & AO4)	<b>Assessment</b> PPE Component 1 Devised Performance in June/July. Assessment criteria (AO2) Vocal and Physical Skills, Characterisation and Communication, Artistic Intentions.
	<b>Wider reading/Cultural capital</b> Independent visits to the theatre and reading around the subject are encouraged and discussed in the first term. A theatre visit during the autumn or spring term is organised by the Drama department – inspiration for practical work and analysis and evaluation of live theatre. During the year, students have opportunities to see practical work from Year 11 and A level students being performed, who have devised work. Students will explore classic and contemporary theatre makers and will see videos of influential practitioners. Workshops and talks with those working in the industry are also organised.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 11 -</b>	<b>Component 1: Devised</b> <i>Devising an original piece of theatre based on a stimulus and practitioner influence</i>	<b>Component 1: Devised</b> <i>Devising an original piece of theatre based on a stimulus and practitioner influence</i>	<b>Component 2: Scripted</b> <i>Applying appropriate theatrical conventions to texts in performance, rooted in the intentions of the playwright</i>	<b>Component 2: Scripted</b> <i>Applying appropriate theatrical conventions to texts in performance, rooted in the intentions of the playwright</i>	<b>Component 3: Written Exam</b> <i>Practical exploration of The Crucible, Arthur Miller. Evaluation of a live theatre performance seen</i>	
	<b>Concepts/Tier 3 vocabulary</b> <i>Stimulus, genre, style, structure, form, practitioner methodologies, blocking, directing, devising, refine, amend</i>	<b>Concepts Tier 3 vocabulary</b> <i>The Paper Birds; Verbatim theatre, Berkoff; Total Theatre, Brecht; Political, Epic theatre.</i>	<b>Concepts/Tier 3 vocabulary</b> <i>Genre, style, structure, form, blocking, directing, refine, amend, playwright's intentions</i>	<b>Concepts/Tier 3 vocabulary</b> <i>Vocal skills; pitch, pace, tone, pause, inflection, modulation Physical skills; gesture, posture, gait, deportment, facial expression, stillness</i>	<b>Concepts/Tier 3 vocabulary</b> <i>The Crucible: Context Live theatre: analyse, evaluate, Theatre makers</i>	
	<b>Justification:</b> Students are grouped and given a stimulus from which to begin devising an original piece of theatre. They devise, rehearse, refine and amend a 15–25-minute performance, utilising the methodologies of the suitable practitioner.	<b>Justification</b> Students continue to devise their original pieces for an audience ready for performance and internal assessment.  Throughout the term, students are completing coursework that supports the performance work. The coursework tracks the devising process from initial	<b>Justification</b> Students are grouped and given a two script extracts from a new play text. Group sizes vary and depend on a range of factors including ability, attitude to learning and attendance. Extracts are decided carefully and with each individual student in mind. Group sizes are 1 to 6. They rehearse, refine and amend their two	<b>Justification:</b> Students continue to rehearse their scripted extracts ready for performance and external assessment in front of a visiting examiner as 20% of their final GCSE grade.  Lesson time is also given to Component 3 written exam. Students are offered	<b>Justification:</b> All lesson time is given to revising the Component 3 written exam; practical and written revision activities are undertaken for <i>The Crucible</i> , to ensure that students recall how to approach the text as a performer, director and designer.  The Live Theatre Evaluation is also revised and students	

		ideas, through the creating and developing stage, and analysis and evaluation of the final performance.	performances in keeping with the playwright's intentions.	afterschool revision sessions as well.	have an opportunity to improve the notes they can take with them into the exam.	
	<p><b>Assessment:</b></p> <p><i>Regular peer and self-assessment throughout the half term with formative feedback from teachers. Component 1 assessment criteria referenced during the lessons.</i></p> <p>Students analyse and evaluate the creative choices and performance skills within the parameters of Component 3.</p>	<p><b>Assessment:</b></p> <p>Component 1 Devised Performance in November. Assessment criteria (AO2) Performance skills. Coursework drafts completed (AO1 &amp; AO4) Students will see a live theatre performance between October and January. Students sit a PPE of Component 3.</p>	<p><b>Assessment:</b></p> <p><i>Regular peer and self-assessment throughout the half term with formative feedback from teachers. Component 1 assessment criteria referenced during the lessons.</i></p>	<p><b>Assessment:</b></p> <p>Component 2 Scripted Performance in March. Assessment criteria (AO2) Performance skills.</p>	<p><b>Assessment:</b></p> <p>Students sit a final internal department PPE of Component 3 and are given feedback from teachers.</p>	
<p><b>Wider reading/Cultural capital</b></p> <p>Independent visits to the theatre and reading around the subject are encouraged and discussed in the first term. A theatre visit during the autumn or spring term is organised by the Drama department – inspiration for practical work and analysis and evaluation of live theatre. During the year, students have opportunities to see practical work from A level students, both devised and scripted work. Students will explore classic and contemporary theatre makers and will see videos of influential practitioners. Workshops and talks with those working in the industry are also organised.</p>						