

# Key Stage 4 Curriculum Map – GCSE Drama

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 9	<p><b>Themes that will be covered :</b></p> <p><b>Drama Skills</b></p> <p>Students will explore different theatrical skills through the theme of ASBO.</p> <p>They will participate in the following-</p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Hot Seating</li> <li>• Whole class improvisation</li> <li>• Character development</li> </ul>	<p><b>Themes that will be covered :</b></p> <p><b>Naturalism in the Theatre</b></p> <p>Using the Titanic as theme students will explore naturalistic theatre</p> <p>They will be introduced to Stanislavski a naturalistic practitioner through various workshops each focusing on “The System” which he pioneered.</p>	<p><b>Themes that will be covered :</b></p> <p><b>Scripts</b></p> <p>Students will be given extracts from two different scripts.</p> <ul style="list-style-type: none"> <li>•Too much punch for Judy</li> <li>•Metamorphosis</li> </ul> <p>The students will be given extracts of the scripts that they will be expected to learn their lines and perform to their peers. The focus will be on characterisation and on Component 3 of the specification.</p>	<p><b>Themes that will be covered :</b></p> <p><b>Devising</b></p> <p>The focus this term will be creating and devising following the component 2 structure.</p> <p>Students will be presented with a theme/word and video clip. They as a group will complete a mock unit 2 exam which is focused on devising.</p> <p>Alongside this students will complete a devising log which they will complete on a lesson basis. This will form part of the mock exam result.</p>	<p><b>Themes that will be covered :</b></p> <p><b>Acting Skills</b></p> <p>Students will begin with workshops focusing on skills- Facial expressions, proxemics, body language, vocal expressions and characterisation.</p> <p>They write their own duologues based on the theme “battles”. They will learn and perform these to the class.</p> <p>Students will be given a piece of stimulus that they will write a monologue based on. They will learn this and perform to the class. They will be assessed on this.</p> <p>During the rehearsals there will be workshops where they explore their character, hot-seating and character building.</p>	<p><b>Themes that will be covered :</b></p> <p><b>Devising from Stimulus</b></p> <p>Students will look at different news articles and issues in the news and create drama from this.</p> <p>Some examples could be-</p> <ul style="list-style-type: none"> <li>• Manchester Bombing</li> <li>• Brexit</li> </ul> <p>They will be expected to research and plan their work, changing groups during different projects.</p> <p>They will complete a mini devising log to go alongside their work. This will be focused on the component 2 for their exam in the next year.</p>
	<p><b>Key Assessments taking place :</b></p> <p>Skills assessment throughout the workshops</p>	<p><b>Key Assessments taking place :</b></p> <p>Acting based performance where they will be assessed on devising and acting.</p>	<p><b>Key Assessments taking place :</b></p> <p>Assessment based on component three- performing texts.</p>	<p><b>Key Assessments taking place :</b></p> <p>Assessment based on component 2 devising skills.</p>	<p><b>Key Assessments taking place :</b></p> <p>Assessment on both duologue and monologue based on the component 3 criteria</p>	<p><b>Key Assessments taking place :</b></p> <p>Devising log will be marked against the component 2 criteria.</p>
Year 10	<p><b>Themes that will be covered :</b></p> <p>Students will spend the first 6 weeks devising from stimulus</p> <ul style="list-style-type: none"> <li>• Moors Murders</li> <li>• 9/11 Speech</li> <li>• Hillsborough</li> <li>• Auschwitz</li> <li>• Skull of Coggs</li> </ul> <p>Throughout this they will focus on the key terms in drama-</p> <ul style="list-style-type: none"> <li>• stage positioning</li> </ul>	<p><b>Themes that will be covered :</b></p> <p>Students will begin to work on different practitioners and different styles of the theatre.</p> <p>Week 1- Stanislavski/ Naturalism            Week 2- Brecht/ Epic Theatre            Week 3- Commedia Dell’ Arte            Week 4- Artaud/ Theatre of Cruelty            Week 5- Documentary Theatre            Week 6- Mini Project- Each person will be given a role in the theatre</p>	<p><b>Themes that will be covered :</b></p> <p>Students will be introduced to the text Blood Brothers.</p> <p>During this students will read the plays and then be asked to look at different aspects of analysing texts- These lessons will be taught practically-</p> <p>They will in groups design a poster for different scenes that looks at</p>	<p><b>Themes that will be covered :</b></p> <p>This unit will focus on evaluating live performances. Students will be expected to come and watch the school show. There will also be a trip to see Woman In Black.</p> <p>Students will watch</p> <ul style="list-style-type: none"> <li>•The School Show</li> <li>•Woman in Black (theatre trip) or another show.</li> </ul>	<p><b>Themes that will be covered :</b></p> <p>This unit will cover 3 different scripts.</p> <ul style="list-style-type: none"> <li>• Missing Dan Nolan</li> <li>• Road Jim Cartwright</li> <li>• Bouncers and Shakers</li> </ul> <p>During this work the students will perform extracts of the scripts.</p> <p>They will analyse characters and on each of the project consider how</p>	<p><b>Themes that will be covered :</b></p> <p>Mock Exam- 2 Weeks Preparation This will be a written paper based on the actual exam for 2017/2018 Students will be presented with Information on consequences.</p> <p>They will be given two forms stimuli</p> <ul style="list-style-type: none"> <li>• I don’t Like Mondays lyrics</li> <li>•Video clip of the Tsunami</li> </ul>

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<ul style="list-style-type: none"> <li>• character development</li> <li>• spoken language</li> <li>• script writing</li> <li>• Idea shaping</li> <li>• Researching</li> </ul> <p>Alongside this students will complete a devising log focusing on inspiration and development They will work on final performances to show to the class and evaluate the work they have done.</p>	<p>they must present this to the class. They must embody the role and make the class believe this is their everyday job.</p>	<p>possible staging ideas for them with justifications.</p> <ul style="list-style-type: none"> <li>•Characters objectives in scenes</li> <li>•Characters tone of voice in scenes</li> <li>•Relationships between characters</li> <li>•Social and cultural effects that impact in the play</li> </ul> <p>Students will rehearse and perform several abstracts of the play. They will have to think about the costume and the set that could be used to make the scenes more naturalistic.</p> <p>There will be a final project in pairs looking at creating a PowerPoint about the relationships in the text which are justified with evidence.</p>	<p>They will follow a review process to analyse key aspects of a performance.</p> <p>The unit will close with a devising project where they will perform with lights/ costumes and then evaluate another group’s work.</p>	<p>they would set a scene and be able to answer a detailed question on this.</p> <p>They will also focus on how they would play or deliver lines of a character.</p> <p>In each script they will analyse how they would create a certain mood of the piece through acting. This can include the use of other characters and the way they stage the scene.</p>	<p>Class will perform their work to each other and then over summer or in the last week they will be given a task to complete an evaluation of live performances.</p>
<p><b>Key Assessments taking place :</b></p> <p>Devised performance and devising log book.</p>	<p><b>Key Assessments taking place :</b></p> <p>Presentation of preferred style of work.</p>	<p><b>Key Assessments taking place :</b></p> <p>Exam questions throughout the lessons.</p>	<p><b>Key Assessments taking place :</b></p> <p>Exam questions throughout.</p>	<p><b>Key Assessments taking place :</b></p> <p><b>Performance of the scripts working towards component 3</b></p>	<p><b>Key Assessments taking place :</b></p> <p><b>Assessment in relation to company 2.</b></p>

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Year 11	<p><b>Themes that will be covered :</b></p> <p><b>Exam – Component 2</b></p> <p>Students will be presented with various pieces of stimulus that will be used to devise from.</p> <p>They will be put into groups and work together to create a devised performance.</p> <p>Alongside this they will complete a booklet which will form their devising log 20% of the final grade. They will perform their final piece to a camera and an audience and this will be sent away to be moderated</p>	<p><b>Themes that will be covered :</b></p> <p><b><u>First three weeks will be continuing the exam component 2</u></b></p> <p><b><u>Exam Component 3</u></b></p> <p>Students will be put into groups and given a full text. Contrasting with Blood Brothers.</p> <p>Students must perform two extracts of the same script. They will spend time rehearsing as a group/ duologue or on their own. In each scene students will analyse the characters intentions and different ways to set the scene- links to the final written exam.</p> <p>Students will be given over the Christmas period to learn their lines.</p>	<p><b>Themes that will be covered :</b></p> <p><b><u>Exam Component 3</u></b></p> <p><b><u>Perform their scripted piece to an examiner.</u></b></p>	<p><b>Themes that will be covered :</b></p> <p>Students will start to create a collection of their work on how to –</p> <ul style="list-style-type: none"> <li>•Evaluate and articulate intentions for performance</li> <li>•Evaluate the successfulness of live performances</li> <li>•Demonstrate an understanding of theatre roles/techniques and key terms</li> </ul> <p>Students will look again at Blood Brothers and through their notes. Using digital theatre students will evaluate performances.</p> <p>There will a be chance built in for students to watch live theatre and review it linked to the exam questions.</p>	<p><b>Themes that will be covered :</b></p> <p><b>REVISION FOR WRITTEN EXAM</b></p>	<p><b>Themes that will be covered :</b></p> <p>N/A</p>
	<p><b>Key Assessments taking place :</b></p> <p>Exam</p>	<p><b>Key Assessments taking place :</b></p> <p>Exam</p>	<p><b>Key Assessments taking place :</b></p> <p>Exam</p>	<p><b>Key Assessments taking place :</b></p> <p>Exam questions and mock papers</p>	<p><b>Key Assessments taking place :</b></p> <p>All work assessed against the criteria for Component 1:</p>	<p><b>Key Assessments taking place :</b></p> <p>N/A</p>