

Key Stage 4 – Year 11 – GCSE Drama

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topic Overview	<p>Component 2 - Devising Students revisit the tools and techniques learnt in year 10 Autumn Term, in preparation to create a group devising piece for their exam.</p>	<p>Component 2 – Devising Students continue the devising component applying tools, techniques & skills to create a devised piece in groups for examination. Students will complete a devising log developing the skills required to track and evaluate their process.</p>	<p>Component 3 – Texts in Practice Students revisit the requirements of component 3. Students start by exploring a number of different play extracts, revisiting skills required to stage one extract from Year 10.</p> <p>Component 1 – Live Theatre Review Students explore and analyse a live performance of Billy Elliot.</p>	<p>Component 3 – Texts in Practice Students apply knowledge and skills developed to stage an extract in preparation for a performance in front of a live audience.</p>	<p>Component 1 – Written Paper Students revisit knowledge developed in Year 10 based on Blood Brothers and Year 11 – Live Theatre review in preparation for their final GCSE Drama Written Examination.</p>
Focus	<p>Variety of workshops to deepen student understanding of the process of devising:</p> <ul style="list-style-type: none"> • Introduction to and exploration of 5 stimuli- individual and group responses. • Practical exploration of 2-3 favourite stimuli in groups. • Chosen stimulus/stimuli explored- characters, plot 	<p>Students continue to create scenes and deepen their skills and knowledge through:</p> <ul style="list-style-type: none"> • Explorations and ideas, and have clear themes in mind. • Refining and developing the plot and characters and ensuring the piece has a clear intention. • Focus on including a variety of techniques, and 	<p>Revisit Component 3 in preparation for Summative External assessment : Through trailing of a wide variety of play texts and extracts in groups, pairs or on their own. This practical exploration intends to allow students to find suitable extracts. Students need to prepare 2 performance extracts for assessment. This</p>	<p>Students continue to stage two extracts (monologue, duologue or group). Students to develop performance and vocal skills according to their role and character.</p> <p>Students focus on ensuring they had brought the extracts to stage through</p>	<p>Students will take part in a series of revision sessions to deepen knowledge and understanding of how to apply this knowledge to exam style questions covering the following aspects:</p> <ul style="list-style-type: none"> • Theatre Roles • Staging configurations

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	<p>and themes established- initial aims/intentions for the piece decided based on practical explorations.</p> <ul style="list-style-type: none"> • Key scenes created. • Students keep a reflective logbook of ideas, decisions, changes/improvements, feedback. Students to spend 5-10 mins at the end of each lesson for writing in notebooks and discussing plan/focus for next lesson. 	<p>creativity/inventiveness of the piece.</p> <ul style="list-style-type: none"> • Ensuring overall length of piece is appropriate and each student has equal time on stage. • Structuring and transitions- ensure piece flows, particular focus on opening and ending of the piece. <ul style="list-style-type: none"> • Rehearsals of finished piece, and preparation for performance. • Students will work through the process of writing a devising log covering the three different aspects – developing skills learnt in Year 10: <ol style="list-style-type: none"> 1. Response to Stimulus 2. Development and Collaboration. 3. Analysis and Evaluation 	<p>can be a combination of monologues, duologues and group.</p> <p>Extract 1 and 2 development: Students start to focus on bringing the extract to stage through developing the following skills and techniques through a series of workshops:</p> <ul style="list-style-type: none"> - Research into play, playwright, plot, context of extract (what happens before and after their chosen scene), characters. -Range of character exploration tasks, line learning, blocking, rehearsing with a focus on performance skills, mock performances in lesson and responding to teacher and peer feedback in preparation for performance. - A revisit of practitioners/styles with specific groups. <p>Revision of Comp 1- Live Theatre:</p>	<p>continuing the following:</p> <ul style="list-style-type: none"> - Research into play, playwright, plot, context of extract (what happens before and after their chosen scene), characters. -Range of character exploration tasks, line learning, blocking, rehearsing with a focus on performance skills, mock performances in lesson and responding to teacher and peer feedback in preparation for performance. - A revisit of practitioners/styles with specific groups. 	<ul style="list-style-type: none"> • Stage directions and spaces • Vocal, physical and interaction skills • Blood Brothers • Exam technique and familiarisation with whole paper. • Live Theatre
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			<ul style="list-style-type: none"> • Analysis and evaluation of specific actors' use of performance skills, including what and how to discuss these, focussing on key scenes to develop student understanding of specific moments. • Students to recap and further develop the skill of how to write a review using P.E.E and how to structure. Looking at past paper 32 Mark questions with a performance focus. 		
Assessment	Assessment through on-going verbal feedback in workshops and based on reflective notebook.	Assessment is through an examination of both the performance of the group devised piece and 3 section devising log- this is marked by the teacher and then moderated by AQA contributing to final GCSE Drama grade.	Assessment through on-going verbal feedback in practical lessons. Assessment through teacher and peer marking of live theatre review questions.	Summative assessment is through a performance to a live audience. This is recorded and marked by visiting examiner from AQA – contributing to students final GCSE Drama grade.	Formative assessment through teacher and peer marking of exam style questions. Summative assessment is through a final GCSE Examination in May 2023.