

Curriculum Map: DRAMA Year 10

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Content Declarative knowledge 'I Know'</p> | <p><u>Component 3: Section B</u> Written Exam Preparation: Live Theatre Review (Medea)</p> <p>Students will explore 'Medea' - NT Live (Ben Power version), through performance and design work, and will know 'what 'to expect for writing the Live Performance Review following the expectations of the GCSE syllabus to fine-tune their understanding of examination framework expectations.</p> | <p><u>Component 1: Devising</u> Performance & Portfolio (Performing & Designing)</p> <p>Students will further develop and consolidate their knowledge of how to work from stimuli and how to use to devise theatre. Students will know 'what 'to expect for 'Devising Drama 'with focus on 'RITUAL', as a starting point, following the expectations of the GCSE syllabus for this first actual examination. Students will perform and/or design for this study / exam.</p> | <p><u>Component 3: Section A</u> Study & Written Exam Preparation – DNA (Dennis Kelly)</p> <p>Students will explore set exam text 'DNA' by Dennis Kelly. They will know what the plot, sub-plot, themes, and characters present. They will know what language means through experimentation and development of key moments within the play. Students will know about the time period it was written in for context.</p> <p>Students know about 'performance skills' and will use a range of approaches to explore further and develop characterisation in preparation for the final examination in Year 11 (June).</p> <p>They will further learn about the importance of sustainable and believable characters by building characters from observation, given circumstances and by applying objectives and super-objectives. Additionally, they will explore the impact of SCHP (Social, Cultural, Historical and Political) contexts.</p> <p>Students will know the expectations of the GCSE Drama examination framework for Component 3, Section A.</p> |
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| <p>Skills Procedural Knowledge 'I know how to'</p> | <p>Students will know how to interpret a script for performance, including blocking/stage planning to bring a script to life. They will know how to plan and design different theatre crafts for performance. They will know how to analyse and evaluate a live performance taken from their study. They will know how to apply to questions asked in Section B of the Component 3 Written Exam.</p> | <p>Students will know how to use stimuli to develop ideas, create and deliver a performance. They will know how to link their ideas back to their given starting point. They will know how to work effectively in a group and to analyse and evaluate their work in reflection (portfolio).</p> | <p>Students will know how to unpick the text of 'DNA'; plot, sub-plot, SCHP contexts, themes, characterisations, and language, and apply acquired knowledge to performance.</p> <p>Students will know how to apply performance skills to DNA as a performer and director.</p> <p>Students will know how to apply design skills to DNA as a director and designer.</p> <p>Students will know how to answer the questions posed in the written exam - Component 3, Section A.</p> |
| <p>Strategies Conditional Knowledge 'I know when to'</p> | <p>Students will know when to take influence from text and live performance in designing theatre crafts for the stage. They will know when to apply performance skills to text exploration. They will know when to draw connections between performance and design in a theatre review. They will know when to apply performance and design skills to answer questions asked in Section B of the Component 3 Written Exam.</p> | <p>Students will know when to link ideas back to the original starting point / stimuli in practice and reflection (portfolio).</p> | <p>Students will know when to apply different performance / design skills and strategies of approach to exploration, development, performance work and analysis / evaluation of 'DNA' (Component 3, Section A - Written Exam).</p> |

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| <p>Key Questions</p> | <p>What challenges have you faced in using script? How have you made decisions about the design work for Medea? What is your opinion of the National Theatre's production from an audience viewpoint? When analysing acting / design what should you consider?</p> <p>Practice Exam Questions, such as:</p> <p>(a) Analyse how physical skills were used to engage the audience at one key moment in the performance.</p> <p>(b) Evaluate how the set design created impact within the performance.</p> | <p>What challenges have you faced in creating your own piece of theatre? How did you overcome the barriers to building your own piece of drama?</p> <p><u>Portfolio questions:</u></p> <ol style="list-style-type: none"> 1. What was your initial response to the stimuli and what were the intentions of the piece? 2. What work did your group do in order to explore the stimuli and start to create ideas for performance? 3. What were some of the significant moments during the development process and when rehearsing and refining your work? 4. How did you consider genre, structure, character, form, style, and language throughout the process? 5. How effective was your contribution to the final performance? 6. Were you successful in what you set out to achieve? | <p>What are the main themes in 'DNA' and why? How can SCHP contexts further develop approaches to acting / performance? What was Dennis Kelly's intentions with this play and why?</p> <p>Practice Exam Questions, such as:</p> <p>(a)</p> <p>(i) You are going to play Leah. Explain two ways you would use physical skills to play this character in this extract.</p> <p>(b) There are specific choices in this extract for a director.</p> <p>(i) As a director, discuss how you would use one of the production elements below to bring this extract to life for your audience. You should refer to the context in which the text was created and first performed. Choose one of the following:</p> <ul style="list-style-type: none"> • staging / costume / sound. <p>(c) There are specific choices in this extract for designers.</p> <p>Discuss how you would use one of the design elements below to enhance the production of this extract for the audience.</p> <p>Choose one of the following:</p> <ul style="list-style-type: none"> • lighting / props/stage furniture / set. |
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| Assessment topics | Individual assessment based on 'evaluating / analysing' criteria when reflecting on live performance through review: GCSE Drama Edexcel Component 3, Section B. | Collaborative group and individual assessment based on 'creating' and 'performing' or 'designing' against the GCSE Edexcel Specification – assessment framework. | Individual assessment based on 'evaluating / analysing' criteria: GCSE Drama Edexcel Component 3, Section A. |
| Cross curricular links/Character Education | Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation | Art - Costume & Set design options; Music - to create atmosphere in performances / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Team work, Independence | Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation |