

## Hobart High School Key Stage 4 Curriculum Map – Year 10

Department / Syllabus Link: Drama AQA GCSE Drama

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	<p>Component 1: Understanding drama</p> <p><i>Theatre visit (visit date will change depending on when suitable performances are available)</i></p>	<ul style="list-style-type: none"> <li>This unit will focus on re-familiarising students with the key explorative strategies that they will be using at GCSE, and refreshing or introducing ideas on the different mediums and elements that they should try to include in their work.</li> <li>Students will develop their understanding of how the strategies, mediums and elements can be used to aid the devising process and will begin to keep records of their work as early preparation for their assessed component 2 work, later in the course.</li> <li>Students will learn the language of drama and the theatre and identify key features found in the theatre.</li> <li>They will watch a live performance and discuss, plan and write an evaluative response to the production as an early piece of exam preparation.</li> </ul>	<p><b>DNA 1- roles and responsibilities:</b> Section A exam style questions of role and responsibilities in the theatre, stage positions and configurations.</p>	<p>Social and cultural – live theatre performance is likely to present development opportunities in this area.</p> <p>Careers: roles and responsibilities within the theatre.</p>
Autumn 2	<p>Component 1: Understanding drama – completion of work begun in Autumn 1.</p> <p>Component 1: Understanding drama – study of set text ‘Blood Brothers.’</p>	<ul style="list-style-type: none"> <li>Begin exploring the plot, structure, context and key characters of the set text ‘Blood Brothers,’ through a mixture of performance based and written tasks.</li> <li>Development of performance skills with a focus on vocal skills, proxemics, facial expressions and body language.</li> </ul>	<p><b>DNA 2 - response to live theatre:</b> students will answer a section C question from a past exam paper, in response to the live performance they have seen.</p> <p>Teacher and peer assessment of performances of key scenes.</p>	<p>Social, historical and political: issues on class, poverty, education and oppression are presented within the play.</p>
Spring 1	Blood Brothers continued	<ul style="list-style-type: none"> <li>Apply knowledge and understanding when making, performing and responding to drama.</li> </ul>	<p><b>Summative 1 - Blood Brothers exam questions:</b> Section B exam style</p>	

		<ul style="list-style-type: none"> <li>• Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</li> <li>• Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.</li> <li>• Understand and implement theatre and drama terminology in written work.</li> </ul>	questions to test understanding of the text.	
<b>Spring 2</b>	Exploration of key drama practitioners.	<ul style="list-style-type: none"> <li>• The ideas of Konstantin Stanislavski will be explored with a particular focus on the different components of Naturalism. Comparisons to Melodrama will also be made.</li> <li>• The ideas of Bertolt Brecht will be explored, with a particular focus on Epic Theatre and political theatre. Links and contrasts to Stanislavski's ideas will be discussed.</li> <li>• Study of Boal's theatre of the oppressed with a focus on forum theatre and how it impacts and audience.</li> <li>• Creative movement skills to be explored through the ideas of Frantic Assembly and Gecko.</li> </ul>	<b>Summative 2 - Brechtian/Stanslavski performances</b>	<p>Careers: becoming a theatre company.</p> <p>History and politics: impact of political events in key eras of history and how they shaped theatre styles.</p>
<b>Summer 1</b>	Component 2: Devising drama	<ul style="list-style-type: none"> <li>• Students will be introduced to a range of stimuli and will select one piece to centre an extended piece of Drama upon.</li> <li>• They will be introduced to the devising log and explore how to use this to aid with the devising process, and decide whether to approach this unit as a performer or designer.</li> </ul>	<b>DNA 4 - written evaluation of Brechtian/Stanslavskian performances (literacy focus)</b>	Challenging stimulus material presents opportunities for debate and thought-provoking discussion on politics, the environment, social-media, friendships and bullying, culture.

<b>Summer 2</b>	Component 2: Devising drama continued	<ul style="list-style-type: none"> <li>Students will continue to create, and develop their devised pieces. They will receive feedback from peers and teacher to realise areas of strength and areas that need developing.</li> <li>They will create drama from a variety of stimulus material, keep written records of the devising process to aid the development of ideas, and reflect on and evaluate their own work and that of others, both verbally and through written tasks.</li> </ul>	<p><b>DNA 5 - Year 10 mock written exam prep: section B, Blood Brothers Q1,2,3,4</b></p> <p><b>Summative 3 -Year 10 mock written exam</b></p> <p>Additionally, section 1 of the devising log will be completed and marked.</p>	
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## Hobart High School Key Stage 4 Curriculum Map – Year 11

Department / Syllabus link: AQA GCSE Drama



	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	Component 2: Devising drama (performance and coursework)	<ul style="list-style-type: none"> <li>Create drama from a variety of stimulus material.</li> <li>Keep written records of the devising process to aid the development of ideas.</li> <li>Develop a range of theatrical skills and apply them to create performance.</li> <li>Reflect on and evaluate their own work and that of others, both verbally and through written tasks.</li> <li>Offer constructive criticism and praise when commenting on the work of others, to aid the development of performance work.</li> </ul>	<p><b>DNA 1 - Devising drama, one scene</b></p> <p><b>Summative 1 - Devising drama examined performance:</b></p> <p>Centre assessment of practical work for component 2 (20 marks).</p> <p>Additionally, completion of section 2 of the devising log</p>	<p>Challenging stimulus material gives students the opportunities to create thought-provoking performances on politics, the environment, social-media, friendships and bullying, culture.</p> <p>Careers: theatre roles: director, performer, costume, set, lighting or sound designer, and the various challenges presented with these roles.</p>

<p><b>Autumn 2</b></p>	<p>Mock exam prep – Component 1: Understanding drama Component 2: Devising drama – completion of the devising logs.</p> <p><i>N.B. Component 2 performances might take place in early Autumn 2 rather than Autumn 1 depending on other commitments on the school calendar.</i></p>	<ul style="list-style-type: none"> <li>• Completion of component 2 – see above.</li> <li>• Students will revise the key skills required for component 1 (exam) and complete a mock exam.</li> </ul>	<p><b>DNA 2 - Blood Brother's question Summative 2 - Year 11 Winter written exam</b></p> <p>Additionally, completion of section 3 of the devising log</p>	<p>As above.</p>
<p><b>Spring 1</b></p>	<p>Component 3: Texts in practice</p>	<ul style="list-style-type: none"> <li>• They will be introduced to the component 3 text and decide whether to contribute as a performer or designer.</li> <li>• They will be taught techniques to help them remember their lines. <ul style="list-style-type: none"> <li>• Additionally, they will apply knowledge and understanding when responding to drama.</li> </ul> </li> <li>• Apply knowledge and understanding when making, performing and responding to drama.</li> <li>• Develop a range of theatrical skills and apply them to create performance.</li> <li>• Use both play texts and own devised work to create confident performances.</li> <li>• Implement a variety of explorative strategies, mediums and elements in performance work.</li> </ul>	<p><b>DNA 3 - Blood Brother's question 3 - literacy focus</b></p>	<p>A variety of themes are explored through performance texts including historical, social, cultural, keeping safe, political, equal rights etc.</p> <p>These will change year on year and students will experience different factors of personal development, depending on which play text is chosen.</p>
<p><b>Spring 2</b></p>	<p>Component 3: Texts in practice assessment. Exam revision</p>	<ul style="list-style-type: none"> <li>• Continued development of the two selected scenes from their play either as a performer or designer.</li> </ul>	<p><b>Summative 3 - Texts in practice examined performance:</b></p> <p>External assessment by visiting AQA examiner of component 3: Texts in Performance. (20%).</p>	

		<ul style="list-style-type: none"> <li>• Apply knowledge and understanding when making, performing and responding to drama.</li> <li>• Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</li> <li>• Develop a range of theatrical skills and apply them to create performance.</li> <li>• Use both play texts and own devised work to create confident performances.</li> <li>• Implement a variety of explorative strategies, mediums and elements in performance work.</li> </ul>	<p>Technical rehearsal to be used as school summative assessment.</p> <p><b>Summative 4 - devising logs to be marked as a whole and fully completed/final copies handed in.</b></p>	
<b>Summer 1</b>	Exam revision – Component 1: Understanding drama	<ul style="list-style-type: none"> <li>• Apply knowledge and understanding when making, performing and responding to drama.</li> <li>• Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</li> <li>• Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.</li> <li>• Understand and implement theatre and drama terminology in written work.</li> </ul>	<p>Component 1 examination: Understanding drama.</p> <p><b>DNA 4 - Blood Brother's question 4</b></p> <p><b>DNA 5 - Response to live performance</b></p> <p><b>Summative 5 - GCSE written exam and past papers as prep</b></p>	
<b>Summer 2</b>	Revision for other subjects until study leave begins			

