

Curriculum Map Year 10: Drama – AQA

Component		Assessment	% of final GCSE grade	Component	Assessment	% of final GCSE grade
Component 1: Understanding drama		Written examination	40%	Component 3: Texts in Practice	Non Examined Assessment	20%
Component 2: Devising drama		Non-examined assessment	40%			
	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>		Key Skills <i>What skills will students have developed by the end of this topic?</i>		Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1	Exploring different styles of drama	An understanding of Naturalism as a style – knowledge of some of Stanislavski’s methods: The Magic If, Given Circumstances, the fourth wall, internal life of a character. An understanding of physical theatre – Knowledge of some of frantic assembly techniques: Action mime, Seven states of tension, Character, motif and gesture. An understanding of Storytelling as a style – Knowledge of some of the techniques of Kneehigh: Chorus as ensemble of storytellers, direct address and close relationship with the audience.		The ability to recognise these three styles. Practical acting skills in each of these three styles. Beginning to be able to respond to a stimulus and devise a short scene. Developing the ability to work well in a group. Responding to feedback and refining work in consequence. Beginning to evaluate own performance and performance of others. Building confidence as a performer.		Some Progress measured by watching the students work offering specific individual feedback in rehearsal and by evaluation of performance work as a class. research tasks for homework.
Half Term 2	Exploring different styles of drama.	An understanding of Epic Theatre – Knowledge of some of Brecht’s methods: Verfremdungseffekt, gestic acting, fixing the not/but, scene titles.		As above for the political theatre style.		As above
	Possible live theatre analysis preparation and theatre visit OR Introduction to ‘Things I know to be true’.	Set, costume, lighting and sound design fundamentals. Information on the theatre and company involved in the theatre trip. A little about the social/historical/cultural context of the play and when it was written. The basic plot. Different character in the family. Themes and issue in the play. Stage positioning and how to show relationships on stage.		Begin to be able to describe, analyse and evaluate theatre – acting skills, costume, set, lighting and sound design and write about it. Developing ability to understand character motivation and interaction. Vocal and physical interpretation of character in performance. Patterns of stage movement.		Practice question on the theatre performance seen. Practice questions
Half Term 3	Possible live theatre analysis preparation and theatre visit OR Introduction to	Set, costume, lighting and sound design fundamentals. Information on the theatre and company involved in the theatre trip. A little about the social/historical/cultural context of the play and when it was written. The basic plot. Different		Begin to be able to describe, analyse and evaluate theatre – acting skills, costume, set, lighting and sound design and write about it.		Practice question on the theatre performance seen. Practice questions

	'Things I know to be true'.	character in the family. Themes and issue in the play. Stage positioning and how to show special relationships on stage.	Developing ability to understand character motivation and interaction. Vocal and physical interpretation of character in performance. An ability to use patterns of stage movement.	
Half Term 4	Devising drama – Component 2 Continuing 'Things I know to be true'	Knowledge of the specific topic of their devised piece. How to respond to a stimulus. How to develop ideas practically within a group. How to respond to feedback. How to create aims and intentions. Knowledge of how to write about the development of their own work. Characters and how to interpret them on stage. Interpretation of character and development of relationships. Stage positioning and special relationships on stage.	A range of individual and ensemble acting skills in the particular style they have chosen for their devised piece. The ability to create and develop a scene within a group. Responding to peer and teacher feedback. An ability to write about their own developing work and their response to stimulus. Developing ability to understand character motivation and interaction. Vocal and physical interpretation of character in performance. An ability to use patterns of stage movement.	Progress measured by watching the students work, offering specific individual feedback in rehearsal. First section of devising log. Practice questions
Half Term 5	Devising Drama	Knowledge of the specific topic of their devised piece. How to develop ideas practically within a group. How to respond to feedback. How to refine and polish work. How to apply lighting sound costume and set design to their piece.	A range of individual and ensemble acting skills in the particular style they have chosen for their devised piece. The ability to create and develop a scene within a group. Responding to peer and teacher feedback. The ability to refine and polish a performance. Confidence to perform their character.	Progress measured by watching the students work, offering specific individual feedback in rehearsal. Devising log 2 nd section and performance of piece.
Half Term 6	Devising drama 'Things I know to be true'	How to evaluate their individual role in the process of devising and the performance of the piece. How to create set, costume design appropriate to historical and social context. Interpretation of character and development of relationships. Stage positioning and special relationships on stage. Subtext.	The ability to evaluate the process and performance of the piece. Develop an ability to apply design fundamentals to the text. Developing ability to understand character motivation and interaction. Vocal and physical interpretation of character in performance. An ability to use patterns of stage movement. An ability to understand and play subtext.	Devising log section 3 Practice questions.

Curriculum Map Year 11: Drama – AQA

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1	'Things I know to be true' Theatre roles and terminology	Characters and how to interpret them on stage. Stage positioning and relationships on stage. Subtext. Ensemble playing. Set and costume design. Different roles in theatre industry, responsibilities of each role. Different types of performance space, advantages and disadvantages. Stage positions.	Developing ability to understand character motivation and interaction. Vocal and physical interpretation of character in performance. An ability to use patterns of stage movement. An ability to understand and play subtext. How to create set and costume design. The ability to identify different roles and their responsibilities. To recognise different performance spaces and use stage positions correctly.	Practice questions Frequent multiple choice quizzes.
Half Term 2	As Above until after mock exams Texts in Practice	As above Historical/social and cultural context of their specific play and extracts. The plot, characters and situation of the particular extracts. How to create individual artistic intentions. Line learning techniques	As above An ability to interpret a character appropriate to context. A range of physical and vocal acting skills as an individual performer and as part of an ensemble. An ability to stage an extract effectively for an audience. How to realise artistic intentions effectively. How to learn lines effectively.	Mock examination Progress measured by watching the students work offering specific individual feedback in rehearsal and by evaluation of performance work as a class.
Half Term 3	Texts in Practice 'Things I know to be true'	As above Characters and how to interpret them on stage and how they develop throughout the play. Stage positioning and special relationships on stage. Subtext. Set and costume design.	As above Developing ability to understand character motivation and interaction. Vocal and physical interpretation of character in performance across the whole play. An ability to use patterns of stage movement. An ability to understand and play subtext. How to create set and costume design.	As above Practice questions.
Half Term 4	Texts in Practice	The plot, characters and situation of the particular extracts. How to create individual artistic intentions. Line learning techniques.	Performance skills	Performance of extracts to external examiner

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Half Term 5	‘Things I know to be true’ Revision	Character arcs. Lighting and sound design in context to the play.	The ability to discuss a character across the whole play. Skills to design lighting and sound for an extract from the play.	Practice questions
Half Term 6				