CURRICULUM MAP

Drama GCSE (Year 10)

ST JAMES' CATHOLIC HIGH SCHOOL

(Dates can vary according to 2nd date of theatre visit)

HT1:

Overarching unit Intent:
DEVISING

- Are pupils able to evaluate and show a personal contribution to the creation development and refinement process?
- Are pupils able to present refinement of ideas that communicate meaning?
- Are pupils able to show individual performances which demonstrates an ability to apply characterisation and understanding of theatrical conventions?

Careers

- Presentation skills
- Script writer

HT2:

Overarching unit Intent:
BLOOD BROTHERS

- Are pupils able to explore and evaluate the text in its realisation according to staging, costume, set, lighting, sound and props?
- Are they able to realise and analyse exam structure and initial techniques required?
- Are they able to show appreciation for a live professional theatre performance?

Careers

- Researcher
- Director
- Group Work

Assessment Point: Summative or AFL

HT1 and HT2
Key disciplinary knowledge

- Structure of syllabus and components required:
- Use of specific Drama language which will be transferred to Component 3

Teacher Assessment/ Pupil Assessment

- Refinement of performance skills which show clear understanding of text
- Written evaluative skills which analyse the development of creating improvisation Opportunity to demonstrate skills to wider audience school play/ Christmas Showcase
- Assessment in written exam practice and practical work within lesson according to GCSE boundaries- both Teachers mark.

HT3:

Overarching unit Intent:
AN INSPECTOR CALLS

- Are pupils able to understand the context of the play and Priestley's political views?
- Are they able to perform extracts and comment in relation to roles as a performer, director and designer of the set text?
- Are they able to develop awareness and understanding of the roles and process undertaken in contemporary professional Theatre practice?

Culture

- Political climate of 1900s
- Social issues of Edwardian culture

Careers

- Presentation Skills
- Police Detective

HT4:

Overarching unit Intent:
AN INSPECTOR CALLS & THEATRE VISIT

- Are pupils confident with the exam structure and able to show written evaluation and analysis within their exam answers?
- Are pupils able to demonstrate a comprehensive and balanced knowledge of the chosen element in relation to the historical context?

CHOICE OF SCRIPT WORK

- Are pupils able to show an effective contribution understanding in relation to genre and style?
- Are pupils able to illustrate technical control over physical gestures?

Careers

- Lighting Engineer
- Costume Designer
- Politician

Assessment Point: Summative or AFL

HT3 and HT4
Key disciplinary knowledge

- Historical context and political awareness
- Refinement of scripted performance skills
- Realisation of live theatre techniques
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Key concepts

- Evaluation skills
- Reasoned argument
- Social comment
- Controlled performance
- Understanding of genre
- Characterization of understanding
- Role and context
- Exam practice in line with marking assessment
- Teacher and pupil written feedback in line with GCSE boundaries.

HT5:

Overarching unit Intent:
MARRIAGE

- Are pupils able to explore the role of women in the 1950s in comparison to modern day women?
- Are pupils able to understand and explore literature and pictures in an empathetic manner, leading to their own stylised performance?

Culture

- Emotional and physical abuse
- Female and male stereotypes
- Control within marriage

Careers

- Female roles within Careers

HT6:

Overarching unit Intent:
WALLS AND PORTFOLIO EXAMINATION

- Are pupils able to examine psychological and physiological roles in society and create an extended drama improvisation?
- Are pupils able to create roles that support communication of creative intent to the audience?
- Are pupils able to secure a balanced analysis and evaluate their personal contribution to the creation, development and refinement processes?

Culture

- Geographical and historical walls
- Emotional and physical walls

Careers

- Solicitor
- Group work

EOY Assessment Point

Key Disciplinary knowledge

- Historical emphasis in stylised performance

KNOWLEDGE

- Essence machine
- Thought tracking
- Use of language
- Role-play
- Soundscape
- Conscience alley
- Hot-seating

ASSESSMENT

- Written portfolio
- Teacher assessed and marked throughout each component
- Practical work assessed vocally and in written format by teacher and pupils