**Drama Department Curriculum Map Overview Year 10**

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| ½ term | Component 1  Understanding Drama | Component 2  Devised Drama (practical) | Component3  ****Texts in practice (practical)**** |
|  | Overview of the course / component.  Introduction and embedding of Drama terminonolgy for multiple choice section. Examples include staging types, blocking notation, basic elements of technical aspects. | Overview of the course / component.  Workshops exploring devising technique and style - Brecht / Berkoff / Stanislavski / Physical Theatre / ensemble / multi-role acting / Splendid Productions. | Overview of the course / component. |
| Assessment | Sample Essay questions | Ongoing teacher and peer formative feedback and assessment |  |
|  | Continued embedding of Drama terminonolgy.  Introduction of set text. Research tasks in relation to key performances, historical / social / political context.  Read throughs and analysis – short essay questions to develop exam technique | Devising mini – project. Small groups work from a given stimulus to create performance piece in a chosen style.  Rehearsal and refining of pieces to be presented as scratch performances.  Peer and self review and evaluation. |  |
| Assessment | Sample Essay questions | Ongoing teacher and peer formative feedback and assessment.  Summative assessment of pieces |  |
|  | Set text work continues with further read throughs and analysis – longer essay questions to develop exam technique  Live Theatre – students watch performance and take part in follow up workshop where possible.  Practice analysis of chosen scene / actor to introduce exam technique. | Students given stimuli exam piece. Teacher initiated with a choice of stimuli – examples could include an image / poem . song / historical event etc.  Group selection in line with teacher guidance / exam board stipulations.  Devising process begins. Research / rehearsal / refinement / peer and teacher feedback.  Ongoing notes / log kept. |  |
| Assessment | Sample Essay questions | Ongoing teacher and peer formative feedback and assessment |  |
|  | Set text work continues with further read throughs and analysis – longer essay questions to develop exam technique.  Continued embedding of subject specific vocabulary. | Devising process continues.  Ongoing log continues.  Performance of exam pieces to peer audience. Peformance work filmed and video evidence uploaded onto school drive for evaluation process. |  |
| Assessment | Sample Essay questions | Ongoing teacher and peer formative feedback and assessment |  |
|  | Subject specific vocabulary and terminology embedded via use in Component 2 log. | Writing of the devising log.  Presentation of exemplar work from previous years. Distribution of support materials and resources – paragraph breakdowns / sentence starters / prompts and frameworks.  Ongoing drafting and submission of devising log |  |
| Assessment | Devising Log – 3 sections each worth 10% of final GCSE | Devising Log – 3 sections each worth 10% of final GCSE |  |
|  | Subject specific vocabulary and terminology embedded via use in Component 2 log. | Completion of the devising log. Distribution of further support materials and resources – paragraph breakdowns / sentence starters / prompts and frameworks.  Final drafting.  Formal submission of devising log and accompanying exam board paperwork.  **Component 2 complete.** | Exploration of scripts in preparation for Component 3 exam.  Guided selection of texts with teaching staff.  Read throughs / research / whole class and small group watching of exemplar and professional examples of potential script choices. |
| Assessment | Devising Log – 3 sections each worth 10% of final GCSE | Devising Log – 3 sections each worth 10% of final GCSE |  |

**Drama Department Curriculum Map Overview Year 11**

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| --- | --- | --- | --- |
| ½ term | Component 1  Understanding Drama | Component 2  Devised Drama (practical) | Component3  ****Texts in practice (practical)**** |
|  | Recap and revision of subject specific terminology. In-class test in first weeks back to assess gaps in knowledge / strengths / areas for development. |  | Rehearsal and refining of text pieces. Character development. Costume / prop / lx and sfx considerations.  Self, teacher and peer feedback. |
| Assessment |  |  | Ongoing teacher and peer formative feedback and assessment |
|  | Ongoing use of subject specific terminology as part of Component 3 rehearsal process.  Revisit of set text via read through and homework tasks. |  | Continued rehearsal and refinement of exam text pieces.  Mock performances to peers / KS3 cohort.  Self, teacher and peer feedback.  **Component 3 formal exam with visiting AQA examiner. Paperwork completed.**  **Component 3 complete.** |
| Assessment | Sample Essay questions |  | Summative assessment – exam performance for visiting examiner |
|  | Live Theatre – visit of Splendid Productions for live theatre performance. Students watch performance and take part in follow up workshop with the acting company.  Analysis of performance through short essay answers.  Distribution of support materials and resources. Splendid education pack / exemplar answers. Embedding of analysis vocabulary through whole group review of filmed performance.  Set text – exemplar answers analysed. Essay questions set in class and explored through a range of answering techniques – whole class / small group / individual written tasks. |  |  |
| Assessment | Sample Essay questions |  |  |
|  | Continuing development of Live Theatre and set text essay technique. Exam question practice. Ongoing teacher feedback. Drafting and redrafting of exam essay answers. |  |  |
| Assessment | Sample Essay questions |  |  |
|  | Final written exam prep. Revision and consolidation.  **Final written exam.**  **Component 1 complete.** |  |  |
| Assessment | Final written exam |  |  |

The GCSE Drama exam is split into 3 assessed components.

They are designed to enhance performance technique through a variety of practical work and self / peer evaluation, develop subject specific terminology and knowledge through the study of set texts, historical and socio-political context and develop appreciation of performance work through analysis and evaluation of professional performance work.

The components break down as follows.

**Component 1: Understanding drama**

**What's assessed**

* Knowledge and understanding of drama and theatre
* Study of one set play from a choice of six
* Analysis and evaluation of the work of live theatre makers

**How it's assessed**

* Written exam: 1 hour and 45 minutes
* Open book
* 80 marks
* 40% of GCSE

**Questions**

* Section A: multiple choice (4 marks)
* Section B: four questions on a given extract from the set play chosen (44 marks)
* Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

**Component 2: Devising drama (practical)**

**What's assessed**

* Process of creating devised drama
* Performance of devised drama (students may contribute as performer or designer)
* Analysis and evaluation of own work

**How it's assessed**

* Devising log (60 marks)
* Devised performance (20 marks)
* 80 marks in total
* 40% of GCSE

**This component is marked by teachers and moderated by AQA.**

**Component 3: Texts in practice (practical)**

**What's assessed**

* Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1

**How it's assessed**

* Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)
* 40 marks in total
* 20% of GCSE

**This component is marked by a visiting AQA examiner.**