

Year 10 ~ Curriculum Map for: Eduqas GCSE Drama 2021-22

In year 10 we provide a mock exam, complete 40% of the course (Component 1 coursework) and start prep for the written exam (Component 3, worth 40%).

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Topic(s): Component 1 – Devising Theatre MOCK	Aim of A&R: Informal	Topic(s): Component 1 – Devising Theatre MOCK	Aim of A&R: Formal Mock Exam	Topic(s): Component 1 – Devising Theatre ACTUAL GCSE COURSEWORK UNIT INTERNALLY ASSESSED	Aim of A&R: Informal Assessment	Topic(s): Component 1 – Devising Theatre ACTUAL GCSE COURSEWORK UNIT INTERNALLY ASSESSED	Aim of A&R: Formal Internal Assessment	Topic(s): Component 3 – Interpreting Theatre ACTUAL GCSE EXTERNAL WRITTEN EXAM PREP	Aim of A&R: Informal Internal Ass.	Topic(s): Component 3 – Interpreting Theatre ACTUAL GCSE EXTERNAL WRITTEN EXAM PREP	Aim of A&R: Informal Internal Ass.
'Big idea(s)' / fundamental concepts	For students to be able to create an original performance in response to a chosen given stimulus, using the characteristics of Brecht. The process is documented at three key points and then evaluate their work at the end.		For students to be able to create an original performance in response to a chosen given stimulus, using the characteristics of Brecht. The process is documented at three key points and then evaluate their work at the end.		For students to be able to create an original performance in response to a chosen given stimulus, using the characteristics of TIE. The process is documented at three key points and then evaluate their work at the end.		For students to be able to create an original performance in response to a chosen given stimulus, using the characteristics of TIE. The process is documented at three key points and then evaluate their work at the end.		For students to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of performance text ('Hard to Swallow') and through responding to live theatre.		For students to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of performance text ('Hard to Swallow') and through responding to live theatre.	
Knowledge to be learnt	<p>Researching skills Idea exploration Idea development Refinement Brecht style Documenting skills Analysing and evaluating</p> <p>NB This new knowledge is in addition to the development of knowledge learned at KS3</p>	<p>Baseline Assessment of: A01 Create & Develop Ideas A02 Applying Theatrical Skills A04 Analyse & Evaluate work</p>	<p>Researching skills Idea exploration Idea development Refinement Brecht style Documenting skills Analysing and evaluating</p> <p>NB This new knowledge is in addition to the development of knowledge learned at KS3</p>	<p>To assess ability to: A01 Create & Develop Ideas A02 Applying Theatrical Skills A04 Analyse & Evaluate work</p>	<p>Researching skills Idea exploration Idea development Refinement TIE style Documenting skills Analysing and evaluating</p> <p>NB This new knowledge is in addition to the development of knowledge learned at KS3</p>	<p>To assess ability to: A01 Create & Develop Ideas A02 Applying Theatrical Skills A04 Analyse & Evaluate work</p>	<p>Researching skills Idea exploration Idea development Refinement TIE style Documenting skills Analysing and evaluating</p> <p>NB This new knowledge is in addition to the development of knowledge learned at KS3</p>	<p>To assess ability to: A01 Create & Develop Ideas A02 Applying Theatrical Skills</p>	<p>'Hard to Swallow': How the text is constructed and how performances create meaning through: the characteristics of the performance text (genre, structure, character, form and style, language and stage directions); including the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created and how meaning is interpreted and communicated (conventions, use of performance space, relationships between performer and audience, design, the actors' vocal and physical interpretation of character)</p> <p>Analyse and evaluate one piece of live, professional theatre considering the role of: actor (interpretation of character, character interaction, vocal and movement skills); designer (creation of mood and atmosphere, use of performance space, lighting, sound, set and props, costumes and make-up); director (interpretation and style, performance conventions, spatial relationships on stage and relationship between performer and audience) and reaction and response (individual and audience)</p> <p>NB This new knowledge is in addition to the development of knowledge learned at KS3</p>	<p>To assess ability to: A03 Knowledge and Understanding of how drama and theatre is developed</p>	<p>'Hard to Swallow': How the text is constructed and how performances create meaning through: the characteristics of the performance text (genre, structure, character, form and style, language and stage directions); including the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created and how meaning is interpreted and communicated (conventions, use of performance space, relationships between performer and audience, design, the actors' vocal and physical interpretation of character)</p> <p>Analyse and evaluate one piece of live, professional theatre considering the role of: actor (interpretation of character, character interaction, vocal and movement skills); designer (creation of mood and atmosphere, use of performance space, lighting, sound, set and props, costumes and make-up); director (interpretation and style, performance conventions, spatial relationships on stage and relationship between performer and audience) and reaction and response (individual and audience)</p> <p>NB This new knowledge is in addition to the development of knowledge learned at KS3</p>	<p>To assess ability to: A03 Knowledge and Understanding of how drama and theatre is developed A04 Analyse & Evaluate work</p>

Key vocabulary	All as above + Stock drama vocabulary		All as above + Stock drama vocabulary		All as above + Stock drama vocabulary		All as above + Stock drama vocabulary		As above + Stock Drama vocabulary		As above + Stock Drama vocabulary	
The role of reading and comprehension	<p>Students will be expected to read and comprehend the requirements of the Component, both in relation to practical and written work</p> <p>Students will be expected to read and comprehend grading criteria in order to judge expectations and requirements</p> <p>Students will be expected to follow written tasks to allow for independent practical work</p> <p>Communication skills are developed in relation to group work and performing for an audience</p> <p>Students will need to be able to read research material and draw from it to create characters, setting and content for performance work</p> <p>Students will need to be able to read and understand the theatrical style to be applied to their practical work</p> <p>Students will need to 'read' their own work and the work of others to provide feedback, especially in relation to the creative intention and TIE style</p>		<p>Students will be expected to read and comprehend the requirements of the Component, both in relation to practical and written work</p> <p>Students will be expected to read and comprehend grading criteria in order to judge expectations and requirements</p> <p>Students will be expected to follow written tasks to allow for independent practical work</p> <p>Communication skills are developed in relation to group work and performing for an audience</p> <p>Students will need to be able to read research material and draw from it to create characters, setting and content for performance work</p> <p>Students will need to be able to read and understand the theatrical style to be applied to their practical work</p> <p>Students will need to 'read' their own work and the work of others to provide feedback, especially in relation to the creative intention and TIE style</p>		<p>Students will be expected to read and comprehend the requirements of the Component, both in relation to practical and written work</p> <p>Students will be expected to read and comprehend grading criteria in order to judge expectations and requirements</p> <p>Students will be expected to follow written tasks to allow for independent practical work</p> <p>Communication skills are developed in relation to group work and performing for an audience</p> <p>Students will need to be able to read research material and draw from it to create characters, setting and content for performance work</p> <p>Students will need to be able to read and understand the theatrical style to be applied to their practical work</p> <p>Students will need to 'read' their own work and the work of others to provide feedback, especially in relation to the creative intention and TIE style</p>		<p>Students will be expected to read and comprehend the requirements of the Component, both in relation to practical and written work</p> <p>Students will be expected to read and comprehend grading criteria in order to judge expectations and requirements</p> <p>Students will be expected to follow written tasks to allow for independent practical work</p> <p>Communication skills are developed in relation to group work and performing for an audience</p> <p>Students will need to be able to read research material and draw from it to create characters, setting and content for performance work</p> <p>Students will need to be able to read and understand the theatrical style to be applied to their practical work</p> <p>Students will need to 'read' their own work and the work of others to provide feedback, especially in relation to the creative intention and TIE style</p>		<p>Students will be expected to 'read' performance work, drawing meaning and justifications from the things they have seen</p> <p>Students will be expected to read questions relating to performance work and understand what is expected from their written answers</p> <p>Students will be expected to read and comprehend grading criteria in order to judge expectations and requirements</p>		<p>Students will be expected to 'read' performance work, drawing meaning and justifications from the things they have seen</p> <p>Students will be expected to read questions relating to performance work and understand what is expected from their written answers</p> <p>Students will be expected to read and comprehend grading criteria in order to judge expectations and requirements</p>	
The role of independent extended writing	<p>Students are expected to create a process portfolio, focusing on three key stages. This document can either be 900 written words or a recorded blog of between 6-9minutes. We favor the latter, although the written option is available in some cases.</p> <p>Students will produce an evaluative/analytical document at the end of the process, of: their interpretation of character/role; performance skills; individual contributions to the final performance and how effectively they fulfilled initial aims/objectives</p>		<p>Students are expected to create a process portfolio, focusing on three key stages. This document can either be 900 written words or a recorded blog of between 6-9minutes. We favor the latter, although the written option is available in some cases.</p> <p>Students will produce an evaluative/analytical document at the end of the process, of: their interpretation of character/role; performance skills; individual contributions to the final performance and how effectively they fulfilled initial aims/objectives</p>		<p>Students are expected to create a process portfolio, focusing on three key stages. This document can either be 900 written words or a recorded blog of between 6-9minutes. We favor the latter, although the written option is available in some cases.</p> <p>Students will produce an evaluative/analytical document at the end of the process, of: their interpretation of character/role; performance skills; individual contributions to the final performance and how effectively they fulfilled initial aims/objectives</p>		<p>Students are expected to create a process portfolio, focusing on three key stages. This document can either be 900 written words or a recorded blog of between 6-9minutes. We favor the latter, although the written option is available in some cases.</p> <p>Students will produce an evaluative/analytical document at the end of the process, of: their interpretation of character/role; performance skills; individual contributions to the final performance and how effectively they fulfilled initial aims/objectives</p>		<p>Students will answer evaluative/analytical practice questions that relate to the live, professional performance work they have seen</p>		<p>Students will answer evaluative/analytical practice questions that relate to the live, professional performance work they have seen</p>	

The role of maths/ numeracy	Measure of time and space/area Keeping to time limits and/or word counts		Measure of time and space/area Keeping to time limits and/or word counts		Measure of time and space/area Keeping to time limits and/or word counts		Measure of time and space/area Keeping to time limits and/or word counts		Measure of time and space/area		Measure of time and space/area
Links to careers/ aspirations	Actor Director Playwright Designer		Actor Director Playwright Designer		Actor Director Playwright Designer		Actor Director Playwright Designer		Actor Director Designer		Actor Director Designer
Core skills	<p>To be able to: Be dedicated Work as part of a group Possibly lead a group Compromise Resolve conflict Work with focus Demonstrate confidence To be able to communicate through vocal, physical and facial skills, both within a group setting but also when performing to an audience Work with a good degree of autonomy from the teacher Time management Personal management Take direction and act upon it Give feedback that is constructive Apply feedback Recognise theory in practise Develop knowledge, understanding and application of Brecht's Epic Theatre techniques Contribute throughout the performance to the creation and refinement of work, in relation to all aspects of performance, including design Successfully research required themes/issues to support the creation of educational performance work Apply Epic Theatre techniques effectively and with confidence Create a character/role Portray a character/role accurately Demonstrate maturity Demonstrate imagination in relation to the use of the stimulus Demonstrate creativity in relation to content and construction of work Create a performance with a clear sense of creative intention Evaluative and analytical skills Work with props, set, costume and technical elements to enhance the performance</p>		<p>To be able to: Be dedicated Work as part of a group Possibly lead a group Compromise Resolve conflict Work with focus Demonstrate confidence To be able to communicate through vocal, physical and facial skills, both within a group setting but also when performing to an audience Work with a good degree of autonomy from the teacher Time management Personal management Take direction and act upon it Give feedback that is constructive Apply feedback Recognise theory in practise Develop knowledge, understanding and application of Brecht's Epic Theatre techniques Contribute throughout the performance to the creation and refinement of work, in relation to all aspects of performance, including design Successfully research 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performance</p>		<p>To be able to: Identify meaning communicated through performance (acting, directing and technical) Identify how meaning could be communicated through performance (acting, directing and technical) Identify how meaning is communicated thorough performance (acting, directing and technical) View work from different perspectives – actor, director and designer A deep understanding of the play, its creative intention, plot, characters, setting, relationships, style Articulate their opinions, thoughts and perspective in written form Use well-chosen examples from performance work to support their points Demonstrate a clear and deep understanding of the play – plot, characters, events, contexts, setting, staging, style and technical demands</p>		<p>To be able to: Identify meaning communicated through performance (acting, directing and technical) Identify how meaning could be communicated through performance (acting, directing and technical) Identify how meaning is 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<p>Dept. enrichment activities</p>	<p>In relation to enrichment activities for Year 10 Drama students, we offer opportunities such as theatre visits, professional workshops and performances in the showcase.</p> <p>We do this through participation in our Junior Company, which meets once a week with our Yr13 students who take charge, running workshops and creating performance work. This establishes leadership skills for yr13 and a vertical year group collaboration as well as the above performance opportunities.</p> <p>Able students may be invited to join our Senior or Girls Companies, which are comprised of selected students from across all Key Stages. They work to the same ends as the Junior Company but in a different format.</p> <p>Please also note that there are also opportunities for students to share their work with other year groups and/or parents to aid performance quality and the education of lower years drama students.</p>		<p>In relation to enrichment activities for Year 10 Drama students, we offer opportunities such as theatre visits, professional workshops and performances in the showcase.</p> <p>We do this through participation in our Junior Company, which meets once a week with our Yr13 students who take charge, running workshops and creating performance work. This establishes leadership skills for yr13 and a vertical year group collaboration as well as the above performance opportunities.</p> <p>Able students may be invited to join our Senior or Girls Companies, which are comprised of selected students from across all Key Stages. 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<p>Home learning opportunities</p>	<p>Students could watch live or recorded live theatre performances to gain creative inspiration Students will be expected to attend additional rehearsals outside of timetabled drama lessons Students will be expected to complete any unfinished classwork and/or work on given feedback Additional research of relevant themes/issues could be undertaken Students could watch online TIE performances to gain further ideas or reinforce knowledge/understanding of the associated techniques</p>		<p>Students could watch live or recorded live theatre performances to gain creative inspiration Students will be expected to attend additional rehearsals outside of timetabled drama lessons Students will be expected to complete any unfinished classwork and/or work on given feedback Additional research of relevant themes/issues could be undertaken Students could watch online TIE performances to gain further ideas or reinforce knowledge/understanding of the associated techniques</p>		<p>Students could watch live or recorded live theatre performances to gain creative inspiration Students will be expected to attend additional rehearsals outside of timetabled drama lessons Students will be expected to complete any unfinished classwork and/or work on given feedback Additional research of relevant themes/issues could be undertaken Students could watch online TIE performances to gain further ideas or reinforce knowledge/understanding of the associated techniques</p>		<p>Students could watch live or recorded live theatre performances to gain creative inspiration Students will be expected to attend additional rehearsals outside of timetabled drama lessons Students will be expected to complete any unfinished classwork and/or work on given feedback Additional research of relevant themes/issues could be undertaken Students could watch online TIE performances to gain further ideas or reinforce knowledge/understanding of the associated techniques</p>		<p>Students can complete further practise questions, for both the live theatre review and set text Students can critically watch other live theatre to practise live review work Students can watch interviews online from directors, designers and actors about how and why decisions are made Professional reviews of the live theatre piece could be read Students would be expected to complete any incomplete classwork Students could undertake further research of the set text and live theatre performance Both the live theatre text and set text could be read multiple times to increase students' familiarity and confidence Notes should be revised in advance of the exam</p>		<p>Students can complete further practise questions, for both the live theatre review and set text Students can critically watch other live theatre to practise live review work Students can watch interviews online from directors, designers and actors about how and why decisions are made Professional reviews of the live theatre piece could be read Students would be expected to complete any incomplete classwork Students could undertake further research of the set text and live theatre performance Both the live theatre text and set text could be read multiple times to increase students' familiarity and confidence Notes should be revised in advance of the exam</p>	