



## Curriculum Map: Subject: Drama GCSE

Year 10: 2024 - 2026

Term	Unit of Work	Knowledge and Skills	Assessment
1	<b>Component Two</b> Duologues	<p>Pupils will either perform in and/or design for two key extracts from a performance text.</p> <p>Performers must develop skills in:</p> <ul style="list-style-type: none"><li>• how meaning is communicated and interpreted through:</li><li>• the use of voice, physical and non-verbal techniques (such as facial expression and gesture)</li><li>• use of space and spatial relationships</li><li>• the presentation of characters/roles</li><li>• relationships between performer and audience</li></ul> <p>production elements, such as set (including props), costume, lighting and sound. Designers must gain knowledge and understanding to explore how meaning is communicated through:</p> <ul style="list-style-type: none"><li>• genre, structure, character, form, style, and language</li><li>• performance conventions</li><li>• use of space and spatial relationships</li><li>• relationship between performer and audience</li><li>• production elements. Designers must understand how text-based performance is created. They should demonstrate the skills through:</li><li>• developing interpretations independently and collaboratively</li><li>• the development of specific artistic intentions</li><li>• rehearsing, amending and refining text extracts in progress for performance.</li></ul> <p>Designers must also develop skills in:</p> <ul style="list-style-type: none"><li>• making appropriate judgements during the development process</li><li>• interpreting content, narrative, style and form</li><li>• responding and adapting designs in response to rehearsal work (to be done collaboratively with the teacher-director)</li><li>• using and applying design skills to contribute to the performance as a whole</li><li>• demonstrating the ability to apply design skills effectively within the context of the performance</li><li>• communicating intention to an audience. Designs should take into consideration performer/audience</li></ul>	Teacher feedback given on on-going pupil rehearsal for performance and practical portfolios for designers.
2	<b>Component Three</b> Introduction to the play 'DNA' by reading through the script.	<p>Looking at:</p> <p>What is the Historical, cultural and social context of the play?</p> <p>Appropriate theatre practitioners to explore play text practically.</p>	Written book tasks with teacher marking and feedback. Mid-point assessment



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<b>3</b>	<b>Component Three</b> Continue on from term two linking to exam. Adding key areas in readiness for exam	Looking at exam questions linking them to the play 'DNA' Looking at the drama skills that we could use within the piece to also help supply pupils with an answer to the short answer questions to then develop into the long questions.	Assessed through HTI and WWW feedback form teacher and MAC's written.
<b>4</b>	<b>Component Three</b> Looking at long answer questions director & designer  Section B: Visit Theatre to see a professional production	Practise exam to see what progress and developments need to be made. Final casting for the play made with use of a variety of practitioners to influence creation of piece. Exam practise  Short answer questions, directors' question, designer question.	Exam practise questions: Performance skills short answers Directors and Designers long answer questions.
<b>5</b>	<b>Component One</b> Devising	Series of workshops to introduce/revisit different devising techniques pupils can apply independently to their own work.	Teachers will assess by watching and grading the pupils for each drama skill used. Pupils MAC.
<b>6</b>	<b>Component One</b> Devising Preparing for controlled assessment performance.  Portfolio write up (first draft) Controlled assessment	Pupils can choose to be entered as a performer or design candidate. <b>Performance and Realisation of design ideas in performance 15 marks</b> Pupils need to learn about the following things that will be questioned within their portfolio.  <b>Portfolio (Performance and Design Candidates) 45 marks</b> 1) What was your initial response to the stimuli? What issues do you think would be explored? Performance 15 marks Looking at the stimulus of the Aberfan disaster and the issues surrounding the incident. Pupils need to learn about the following things that will be questioned within their portfolio.  Portfolio 45 marks 1) What was your initial response to the stimuli? What issues do you think would be explored?  2) What work did your group do in order to explore the stimuli and start to create ideas for performance?	Internally assessed Externally moderated.



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		<p>3)What were some of the significant moments during the development process and when rehearsing and refining your work?</p> <p>4) How did you consider genre, structure, form, character, style and language throughout the process? Here you need to write about Health and safety issues. Did you use physical Theatre if so how did you make this safe? Trip hazard (fabric)</p> <p>5)How effective was your contribution to the process?</p> <p>6)Were you successful in what you set out to achieve?</p>	
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### Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
<b>1</b>	<b>Component One</b> Portfolio write up Controlled assessment	Component 1: Devising (internally assessed, externally moderated, 40% of the qualification 60 marks.	Internally marked ready for external moderation in the Summer 2026 40% of final grade.
<b>2</b>	<b>Component Two</b> Group pieces monologues/duologues	<p>Pupils will either perform in and/or design for two key extracts from a performance text. Performers must develop skills in:</p> <ul style="list-style-type: none"> <li>• how meaning is communicated and interpreted through:</li> <li>• the use of voice, physical and non-verbal techniques (such as facial expression and gesture)</li> <li>• use of space and spatial relationships</li> <li>• the presentation of characters/roles</li> <li>• relationships between performer and audience</li> <li>• production elements, such as set (including props), costume, lighting and sound.</li> </ul> <p>Pupils will either perform in and/or design for two key extracts from a performance text. Performers must develop skills in:</p> <ul style="list-style-type: none"> <li>• how meaning is communicated and interpreted through:</li> <li>• the use of voice, physical and non-verbal techniques (such as facial expression and gesture)</li> <li>• use of space and spatial relationships</li> <li>• the presentation of characters/roles</li> <li>• relationships between performer and audience</li> <li>• production elements, such as set (including props), costume, lighting and sound.</li> </ul>	Teacher feedback given on on-going pupil rehearsal for performance.



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	<p><b>Component Three</b> Exam practise/visit Theatre to see a professional production</p>	<p>Designers must gain knowledge and understanding to explore how meaning is communicated through:</p> <ul style="list-style-type: none"> <li>● genre, structure, character, form, style, and language</li> <li>● performance conventions</li> <li>● use of space and spatial relationships</li> <li>● relationship between performer and audience</li> <li>● production elements. Designers must understand how text-based performance is created. They should demonstrate the skills through:</li> <li>● developing interpretations independently and collaboratively</li> <li>● the development of specific artistic intentions</li> <li>● rehearsing, amending and refining text extracts in progress for performance. Designers must also develop skills in:</li> <li>● making appropriate judgements during the development process</li> <li>● interpreting content, narrative, style and form</li> <li>● responding and adapting designs in response to rehearsal work (to be done collaboratively with the teacher-director)</li> <li>● using and applying design skills to contribute to the performance as a whole</li> <li>● demonstrating the ability to apply design skills effectively within the context of the performance</li> <li>● communicating intention to an audience. Designs should take into consideration performer/audience</li> </ul> <p>Exam practise</p> <p>Short answer questions, directors' question, designer question.</p>	
<b>3</b>	<p><b>Component Two</b> Group pieces monologues/duologues</p>	<p>Final preparation for externally marked exam. Write up character description. Pupils integrate character, costume and set for performance. A dress rehearsal is set up for pupils to perform to a live audience before Practical exam.</p>	<p>Assessed by a visiting examiner 20% of final grade</p>
<b>4</b>	<p><b>Component Three</b> Exam practise  Visit Theatre to see a professional production</p>	<p>Exam practise</p> <p>Short answer questions, directors' question, designer question.</p> <p>The theatre visit is integral to section B of the component 3 exam. The pupils will make notes up to 500 words which they can take in to the exam.</p>	<p>Practise papers and first drafts marked and returned of pupil notes on theatre visit</p>
<b>5</b>	<p><b>Component Three</b></p>	<p>Component Three exam Summer exam 1 hour 45 minutes</p>	<p>Externally marked paper 40% of total mark</p>