Curriculum Map: DRAMA Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Content	Component 3: Section A	Component 2: Text in Performance	Component 3: Section A	Component 3: Section B
Declarative	Study & Written Exam	Monologues, Duologues, Group & Design	Study & Written Exam Preparation – DNA (Dennis	Written Exam Prepara-
knowledge	Preparation – DNA (Den-		Kelly)	tion: Live Theatre Review
'I Know'	nis Kelly)			(Small Island)
				Students will explore
	Students will explore set	Students will explore a given pre-2000 text. They will	Students will explore set exam text 'DNA' by Dennis	'Small Island' - NT Live
	exam text 'DNA' by Den-	know what the plot, sub-plot, themes, and charac-	Kelly. They will know what the plot, sub-plot,	(Helen Edmundson),
	nis Kelly. They will know	ters present. They will know what language means	themes, and characters present. They will know	through performance
	what the plot, sub-plot,	through experimentation and development of key	what language means through experimentation and	and design work, and will
	themes, and characters	moments within the play. Students will know about	development of key moments within the play. Stu-	know 'what 'to expect
	present. They will know	the time period it was written in for context.	dents will know about the time period it was written	for writing the Live Per-
	what language means	Students know about 'performance skills' and will	in for context.	formance Review follow-
	through experimentation	use a range of approaches to explore further and de-	Charles to an about (a sufference as a bille) and will	ing the expectations of
	and development of key moments within the	velop characterisation over the course of the two half terms. They will further learn about the im-	Students know about 'performance skills' and will use a range of approaches to explore further and de-	the GCSE syllabus to fine- tune their understanding
	play. Students will know	portance of sustainable and believable characters by	velop characterisation in preparation for the final ex-	of examination frame-
	about the time period it	building characters from observation, given circum-	amination in Year 11 (June).	work expectations.
	was written in for con-	stances and by applying objectives and super-objec-		
	text.	tives. Additionally, they will explore the impact of	They will further learn about the importance of sus-	
		SCHP (Social, Cultural, Historical and Political) con-	tainable and believable characters by building char-	
	Students know about	texts. This is a visiting examiner performance (Com-	acters from observation, given circumstances and by	
	'performance skills' and	ponent 2). Students will know the requirements of	applying objectives and super-objectives. Addition-	
	will use a range of ap-	this examination, following the specification and	ally, they will explore the impact of SCHP (Social,	
	proaches to explore fur-	choosing between performing and designing.	Cultural, Historical and Political) contexts.	
	ther and develop charac-		S. J	
	terisation in preparation for the final examination		Students will know the expectations of the GCSE Drama examination framework for Component 3,	
	in Year 11 (June).		Section A.	
	iii ieai 11 (Julie).		Section A.	
	They will further learn		Component 3: Section B Written Exam Preparation:	
	about the importance of		Live Theatre Review (Small Island)	
	sustainable and believa-			
	ble characters by build-		Students will explore 'Small Island' - NT Live (Helen	
	ing characters from ob-		Edmundson), through performance and design	
	servation, given circum-		work, and will know 'what 'to expect for writing the	
	stances and by applying		Live Performance Review following the expectations	
	objectives and super-ob-		of the GCSE syllabus to fine-tune their understand-	
	jectives. Additionally,		ing of examination framework expectations.	
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they will explore the impact of SCHP (Social, Cultural, Historical and Political) contexts.		
Students will know the expectations of the GCSE Drama examination framework for Component 3, Section A.		

Skills	Students will know how	Students will know how to unpick the pre-2000 text	Students will know how to unpick the text of 'DNA';	Students will know how
Procedural	to unpick the text of	given; plot, sub-plot, SCHP contexts, themes, charac-	plot, sub-plot, SCHP contexts, themes, characterisa-	to interpret a script for
Knowledge	'DNA'; plot, sub-plot,	terisations, and language, and apply acquired	tions, and language, and apply acquired knowledge	performance, including
'I know how to'	SCHP contexts, themes,	knowledge to performance.	to performance.	blocking/stage planning
	characterisations, and			to bring a script to life.
	language, and apply ac-	Students will know how to apply performance skills	Students will know how to apply performance skills	They will know how to
	quired knowledge to per-	as a performer.	to DNA as a performer and director.	plan and design different
	formance.			theatre crafts for perfor-
		Students will know how to apply design skills as a	Students will know how to apply design skills to DNA	mance. They will know
	Students will know how	designer.	as a director and designer.	how to analyse and eval-
	to apply performance			uate a live performance
	skills to DNA as a per-		Students will know how to answer the questions	taken from their study.
	former and director.		posed in the written exam - Component 3, Section A.	They will know how to
				apply to questions asked
	Students will know how			in Section B of the Com-
	to apply design skills to		Students will know how to interpret a script for per-	ponent 3 Written Exam.
	DNA as a director and		formance, including blocking/stage planning to bring	
	designer.		a script to life. They will know how to plan and de-	
			sign different theatre crafts for performance. They	
	Students will know how		will know how to analyse and evaluate a live perfor-	
	to answer the questions		mance taken from their study. They will know how	
	posed in the written		to apply to questions asked in Section B of the Com-	
	exam - Component 3,		ponent 3 Written Exam.	
	Section A.			

Strategies Conditional Knowledge 'I know when to'	Students will know when to apply different performance / design skills and strategies of approach to exploration, development, performance work and analysis / evaluation of 'DNA' (Component 3, Section A - Written Exam).	Students will know when to apply different performance or design skills and strategies of approach to exploration, development, and performance work. (Component 2 - Practical Exam).	Students will know when to apply different performance / design skills and strategies of approach to exploration, development, performance work and analysis / evaluation of 'DNA' (Component 3, Section A - Written Exam). Students will know when to take influence from text and live performance in designing theatre crafts for the stage. They will know when to apply performance skills to text exploration. They will know when to draw connections between performance and design in a theatre review. They will know when to apply performance and design skills to answer questions asked in Section B of the Component 3 Written Exam.	Students will know when to take influence from text and live performance in designing theatre crafts for the stage. They will know when to apply performance skills to text exploration. They will know when to draw connections between performance and design in a theatre review. They will know when to apply performance and design skills to answer questions asked in Section B of the Component 3 Written Exam.
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Key Questions	What are the main themes in 'DNA' and	What are the main themes in the play and why? How can SCHP contexts further develop approaches	What are the main themes in 'DNA' and why? How can SCHP contexts further develop approaches to	What challenges have you faced in using script?
	why? How can SCHP con-	to acting / performance? What was the playwright's	acting / performance? What was Dennis Kelly's in-	How have you made de-
	texts further develop ap-	intentions with this play and why? What are our in-	tentions with this play and why?	cisions about the design
	proaches to acting / per-	tentions and why?	tentions with this play and wify.	work for Small Island?
	formance? What was	Consistence and many	Practice Exam Questions, such as:	What is your opinion of
	Dennis Kelly's intentions			the National Theatre's
	with this play and why?		(a)	production from an audi-
				ence viewpoint? When
	Practice Exam Questions,		(i) You are going to play Leah. Explain two ways you	analysing acting / design
	such as:		would use physical skills to play this character in this	what should you con-
			extract.	sider?
	(a)			
			(b) There are specific choices in this extract for a di-	Practice Exam Questions,
	(i) You are going to play		rector.	such as:
	Leah. Explain two ways		(i) As a director, discuss how you would use one of	
	you would use physical		the production elements below to bring this extract	(a) Analyse how physical
	skills to play this character in this extract.		to life for your audience. You should refer to the context in which the text	skills were used to en-
	ter in this extract.		was created and first performed.	gage the audience at one key moment in the per-
	(b) There are specific		Choose one of the following:	formance.
	choices in this extract for		choose one of the following.	Tormance.
	a director.		staging / costume / sound.	(b) Evaluate how the set
	(i) As a director, discuss		staging / costume / sound.	design created impact
	how you would use one		(c) There are specific choices in this extract for de-	within the performance.
	of the production ele-		signers.	·
	ments below to bring			
	this extract to life for		Discuss how you would use one of the design ele-	
	your audience.		ments below to enhance the production of this ex-	
	You should refer to the		tract for the audience.	
	context in which the text			
	was created and first		Choose one of the following:	
	performed.			
	Choose one of the following:		lighting / props/stage furniture / set.	
	• staging / costume /			
	sound.		What challenges have you faced in using script? How	
	Journa.		have you made decisions about the design work for	
			have you made decisions about the design work for	

(c) There are specific choices in this extract for designers. Discuss how you would		Small Island? What is your opinion of the National Theatre's production from an audience viewpoint? When analysing acting / design what should you consider?
use one of the design e ements below to en-	- -	Practice Exam Questions, such as:
hance the production of this extract for the audience.		(a) Analyse how physical skills were used to engage the audience at one key moment in the performance.
Choose one of the following:		(b) Evaluate how the set design created impact within the performance.
• lighting / props/stag furniture / set.	2	

Assessment topics	Individual assessment based on 'evaluating / analysing' criteria: GCSE Drama Edexcel Component 3, Section A.	Collaborative group, pair and / or individual assessment based on 'performing 'or 'designing 'criteria: GCSE Drama Edexcel Component 2.	Individual assessment based on 'evaluating / analysing' criteria: GCSE Drama Edexcel Component 3, Section A. Individual assessment based on 'evaluating / analysing' criteria when reflecting on live performance through review: GCSE Drama Edexcel Component 3, Section B.	Individual assessment based on 'evaluating / analysing' criteria when reflecting on live performance through review: GCSE Drama Edexcel Component 3, Section B.
Cross curricular links/Character Education	Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation	History - Time periods; Music - associated with study of theatre types/styles / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Literacy (through use of type / style specific vocabulary), Cultural appreciation	Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation	Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation