

Culcheth High School Key Stage 4 Curriculum Map 2020 - 2021

GCSE Drama – Year 9

AQA



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Concepts	<p>Introduction to GCSE Drama and performance styles</p> <p>Understanding key performance concepts of abstract/stylised performance styles and techniques.</p> <p>Set text study – Blood Brothers by Willy Russell</p>	<p>Set text Study continued.</p> <p>Exam question practice and technique.</p>	<p>Devising skills development using text/Documentary materials to create theatre.</p>	<p>Acting for a purpose: Producing effective performance work for the purpose of creating suspense, emotion and tension.</p>	<p>Mock Component 2 (Devising Drama) unit based on set stimuli, in readiness for PPE.</p>	<p>Set text study – reading of the script and exploring key scenes practically. This is in preparation for Component 1 exam.</p>
Themes	<p>Storytelling Nature vs Nurture Friendship/relationships Narration</p>	<p>Storytelling Nature vs Nurture Friendship/relationships Narration</p>	<p>Verbatim Theatre</p>	<p>Genocide - The Holocaust</p>	<p>Devising Drama 'Teaching to the top'</p>	<p>Blood Brothers – Willy Russell</p>
Writing Whole school literacy focus	<p>Exam question response Keywords and language Writing in role Comprehension Analysis of key extracts in set text Character analysis</p>	<p>Exam question response Keywords and language Writing in role Comprehension Analysis of key extracts in set text Character analysis</p> <p>Verbal literacy skills developed through the introduction of new techniques and key terms</p>	<p>Writing in role Monologue writing</p> <p>Verbal literacy skills developed through the introduction of new techniques and key terms</p>	<p>Writing in role Monologue writing</p> <p>Opportunities for scriptwriting. Verbal literacy skills developed through the introduction of new techniques and key terms</p>	<p>Verbal literacy skills developed through the introduction of new techniques and key terms</p>	<p>Evaluative writing Writing in role Verbal literacy skills developed through the introduction of new techniques and key terms</p>

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<p>Spiritual, Moral, Social and Cultural theme (SMSC) Fundamental British Values</p>	<p>Promoting teamwork and cooperation skills, sensitive interpretation of mature topics</p>	<p>Knowledge and understanding of major world events Understanding of politics, historical events and context and cultures Collaborative working. Sensitive interpretation of mature topics</p>	<p>Knowledge and understanding of drink driving Collaborative working, creative thinking. Sensitive interpretation of mature topics</p>	<p>Creative thinking, collaboration and group work Knowledge and understanding of key themes and how people are affected. Sensitive interpretation of mature topics</p>	<p>Creative thinking, collaboration and group work Knowledge and understanding of key themes and how people are affected. Sensitive interpretation of mature topics</p>	<p>Developing a knowledge and understanding of stereotypes and changing times, collaborative working, creative thinking. Sensitive interpretation of mature topics</p>
<p>Key Assessment Focuses, Suggested Assessments and Feedback Week</p>	<p>Teacher assessment of written work and application of techniques in performance, based on exam questions and extract. Regular peer assessment and self-assessment in lessons.</p>	<p>Assessment of key skills, Teacher assessment of written techniques in response to the performance. Regular peer assessment and self-assessment in lessons.</p>	<p>Assessment of devising skills and key performance concepts. Focus on advanced abstract techniques within the performance. Teacher assessment of basic abstract techniques in performance. Regular peer assessment and self-assessment in lessons</p>	<p>Assessment of performance skills based on new learning at regular intervals, using AQA requirements. Teacher assessment of basic abstract techniques in performance. Regular peer assessment and self-assessment in lessons</p>	<p>Assessment of devising skills and key performance concepts using AQA mark scheme. Focus on advanced abstract techniques within performance. Teacher assessment of basic abstract techniques in performance. Regular peer assessment and self-assessment in lessons</p>	<p>Assessment of key understanding and knowledge based on Component 1 set text study requirements</p>

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<p>Special Events</p>	<p>Possible involvement in production (on or off stage crews to develop skills)</p> <p>Musical Theatre Group perform an 'open rehearsal' at Open Evening</p>	<p>Performance of school production.</p> <p>Musical Theatre Group perform in final assembly and Senior Citizens Christmas Party</p>	<p>Attend Y11 scripted exam performance</p>		<p>Attend Y10 devising examination performance.</p> <p>Opportunity to audition for next school production</p>	<p>Musical Theatre Group performs in Celebration Evening and final summer assembly.</p> <p>Opportunity to be involved in collaborative work (biannually) with Matseliso High School Choir as part of the South African exchange visit</p>
<p>Possible Visits</p>	<p>Theatre visits for the purpose experience of professional theatre and different genres of theatre</p>					