

Beths Grammar School KS4 Drama Curriculum Map

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
WJEC Exam Board	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b></p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
Autumn Term 1A Year 10	<p><b>Intent</b></p> <p>Why is this taught now?</p> <ul style="list-style-type: none"> <li>• Introduction to the GCSE course content.</li> <li>• Looking at practitioners and theatre styles.</li> </ul>	<p>Team building and working together as an ensemble to ensure a coherent and comfortable working environment from the group.</p> <p>Introduction to devising:</p> <ul style="list-style-type: none"> <li>• Dramatic devices</li> <li>• Structure</li> <li>• Character</li> <li>• Techniques</li> </ul> <p>Working with various stimuli – image, statement, quote and song.</p> <p>Giving students the skills and understanding of what is to be expected of them for their Component 1 devised work (mock in year 10 and final performance in year 11)</p> <p>Introducing genre of drama (TIE and Physical theatre) and theatre practitioner (Brecht, Stanislavski, Berkoff, Emma Rice, Katie Mitchell)</p> <p>Students will spend a few lessons on each style and practitioner to learn and understand the techniques required for their performance work.</p>	<ul style="list-style-type: none"> <li>• Research projects on practitioners and styles of performance work.</li> <li>• Mini performances after each style or practitioner to ensure that techniques have been fully understood and incorporated into the work.</li> </ul>

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		<p>Technical elements will also be explored to understand how design can have an impact and allows students to explore this option as an assessment choice if they wish.</p> <p>Watch previous students work for examples.</p>	
<p><b>Autumn Term 1B Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p> <ul style="list-style-type: none"> <li>• Introduction to the GCSE course content.</li> <li>• Looking at practitioners and theatre styles.</li> <li>• Live Theatre Trip</li> </ul>	<p>Continuation of term 1A as students may need more or fewer lessons on particular styles and practitioners.</p> <p>Introduction to devising:</p> <ul style="list-style-type: none"> <li>• Dramatic devices</li> <li>• Structure</li> <li>• Character</li> <li>• Techniques</li> </ul> <p>Working with various stimuli – image, statement, quote and song.</p> <p>Giving students the skills and understanding of what is to be expected of them for their Component 1 devised work (mock in year 10 and final performance in year 11)</p> <p>Introducing genre of drama (TIE and Physical theatre) and theatre practitioner (Brecht, Stanislavski, Berkoff, Emma Rice, Katie Mitchell)</p> <p>Students will spend a few lessons on each style and practitioner to learn and understand the techniques required for their performance work.</p> <p>Technical elements will also be explored to understand how design can have an impact and allows students to explore this option as an assessment choice if they wish.</p>	<ul style="list-style-type: none"> <li>• Research projects on practitioners and styles of performance work.</li> <li>• Mini performances after each style or practitioner to ensure that techniques have been fully understood and incorporated into the work.</li> <li>• Written answers in response to the Section B questions of Component 3 (written exam)</li> </ul>

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		<p>Live theatre trip will be planned for this term and students will also look at how to answer a section B answer within the written exam based on the performance. This will look at acting, design and directing techniques. If the group are unable to attend a show then the class will watch a pre-recorded live theatre show via Drama Online.</p>	
<p><b>Spring Term 2A</b> <b>Year 10</b></p>	<p><u><b>Intent</b></u> Why is this taught now?</p> <ul style="list-style-type: none"> <li>• Component 1 Mock exam – performance, portfolio and evaluation</li> <li>• Start of set text work</li> </ul>	<p>Study of set text – Refugee Boy 1 lesson a fortnight. Read the text together as a class. Look at context of the play and the start to break down scenes for acting, design and directing elements. Look at the original staging of the production as this is an exam requirement. Practice set questions and structure to help students understand what may come up in the exam. Set timed questions so students can get used to completing the questions in shorter amounts of time. Set paper based on questions they have looked at first.</p> <p>Start a mini devised assessment process looking at all three elements of component 1 (chosen groups) using previous years stimuli. Students devise their own performance, create their written portfolio and complete and evaluation under timed conditions to get them to go through the process of Component 1. Assess before the Easter break. Devised performance following the timing conditions set out by the exam board. Internal assessment:</p> <ul style="list-style-type: none"> <li>• Rehearsed</li> <li>• Costumed</li> <li>• Technical elements</li> <li>• Audience</li> <li>• Portfolio</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Questions from past papers based on Refugee Boy</li> <li>• Timed questions in class to get students used to the time constraints of the written exam</li> <li>• Mock exam prep for their Comp 1 performance in Spring Term 2B</li> </ul>

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		<p>Live Theatre trip if possible, followed up by a question after the performance.</p>	
<p><b>Spring Term 2B</b> <b>Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p> <ul style="list-style-type: none"> <li>• Component 1 Mock exam – performance, portfolio and evaluation</li> <li>• Set text work prepping for Year 10 mock exams</li> </ul>	<p>Continuation of Term 2A Study of set text – Refugee Boy 1 lesson a fortnight. Read the text together as a class. Look at context of the play and the start to break down scenes for acting, design and directing elements. Look at the original staging of the production as this is an exam requirement. Practice set questions and structure to help students understand what may come up in the exam. Set timed questions so students can get used to completing the questions in shorter amounts of time. Set paper based on questions they have looked at first.</p> <p>Students near the end of their devised mock assessment getting ready for the performance. Students devise their own performance, create their written portfolio and complete and evaluation under timed conditions to get them to go through the process of Component 1. Assess before the Easter break. Devised performance following the timing conditions set out by the exam board. Internal assessment:</p> <ul style="list-style-type: none"> <li>• Rehearsed</li> <li>• Costumed</li> <li>• Technical elements</li> <li>• Audience</li> <li>• Portfolio</li> </ul> <p>Students complete their portfolio and evaluation (times conditions) Marks and feedback given after the whole component mock.</p>	<ul style="list-style-type: none"> <li>• Questions from past papers based on Refugee Boy</li> <li>• Timed questions in class to get students used to the time constraints of the written exam</li> <li>• Mock exam prep for their Comp 1 performance</li> <li>• Evaluation mock</li> <li>• Portfolio mock</li> </ul>

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<p><b>Summer Term 3A</b> <b>Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p>	<p>Year 10 written mock exam prep – main lesson focus with Component 1 work starting after the mock exam has been completed. Feedback given after mock exam – track marks of where students have succeeded and areas that need revisiting.</p> <p>Start Component 1 using the given stimulus from the exam board. Groups can be chosen or given by the teacher depending on the group dynamics. Remind students that it needs to be in the style of a practitioner or theatre style. Research should be done to ensure they have the correct information for their performances. Work should be documented, and any plans kept before the summer break.</p>	<ul style="list-style-type: none"> <li>• Mock exam paper and feedback sessions</li> <li>• Research and presentations for Comp 1 exam</li> </ul>
	<ul style="list-style-type: none"> <li>• Written exam mock of full paper</li> <li>• Start to look at the stimulus for Component 1 final exam in year 11</li> </ul>		
<p><b>Summer Term 3B</b> <b>Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p>	<p>Continue Component 1 using the given stimulus from the exam board. Starting to develop narrative ideas, looking at the chosen practitioner or theatre style. If design students are in the group they will start to create mood boards and plans for the group’s performance ideas.</p>	<ul style="list-style-type: none"> <li>• Regular check ins with groups to see how they are getting on</li> <li>• Start to collect in first drafts of section 1 of portfolio.</li> </ul>
	<ul style="list-style-type: none"> <li>• Component 1 Exam work</li> </ul>		

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<p><b>Autumn Term 1A</b></p> <p><b>Year 11</b></p>	<p><u>Intent</u></p> <p>Why is this taught now?</p> <ul style="list-style-type: none"> <li>• Component 1 exam prep</li> <li>• Written mock exam prep – studying Refugee Boy</li> </ul>	<p>Continue Devised project – based on stimuli set by exam board. Formal assessment during winter term depending on dates and events added in for year 10. Supporting portfolio drafts handed in.</p> <p>If possible, arrange a visit to see live theatre performance during this term (first should have been in year 10). Set Live Theatre question after the performance to practice exam technique looking at acting, design and directing elements.</p> <p>Lessons still dedicated to set text. Revise what has been learnt in year 10 and develop answers further. Continue to work on areas of weakness for the class. Continue to develop structure of 12 and 15 mark questions.</p>	<ul style="list-style-type: none"> <li>• Component 1 portfolio drafts</li> <li>• Set text questions and small assessments based on the text and live theatre trips.</li> </ul>
<p><b>Autumn Term 1B</b></p> <p><b>Year 11</b></p>	<p><u>Intent</u></p> <p>Why is this taught now?</p> <ul style="list-style-type: none"> <li>• Component 1 Exam</li> <li>• Mock written exam</li> </ul>	<p>Continue Devised project – based on stimuli set by exam board. Formal assessment during winter term depending on dates and events.</p> <p>Supporting portfolio and evidence completed.</p>	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Component 1 performance</li> <li>• Evaluation completed.</li> </ul>

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		<p>Written evaluation after the performance. Timed conditions (90 mins). Marked internally, moderated by the exam board in the summer.</p> <p>Lessons still dedicated to set text. Revise what has been learnt in year 10 and develop answers further. Continue to work on areas of weakness for the class. Continue to develop structure of 12 and 15 mark questions.</p> <p>Mock exam of full paper for Component 3.</p>	
<p><b>Spring Term</b> <b>2A</b> <b>Year 11</b></p>	<p><b>Intent</b> Why is this taught now?</p>	<p>Practical exploration in preparation for the performance from a given text for Component 2. One set text but two extracts chosen for given time frame looking at character development in the performance. Design students to create mood boards and plans for given design element.</p> <p>Complete artistic intention forms to be sent to visiting examiner before their exam so they can see what the students are wanting to achieve in their work.</p> <p>Preparation for practical exam (date set by visiting examiner).</p> <p>Re-cap set text in preparation for Section A written paper. Preparation for Section B written paper. Practice questions and break down structure further.</p>	<ul style="list-style-type: none"> <li>• Dress rehearsals of each section</li> <li>• Exam questions ongoing.</li> </ul>
	<ul style="list-style-type: none"> <li>• Component 2 text work</li> <li>• Continue revision of written exam</li> </ul>		
<p><b>Spring Term</b> <b>2B</b> <b>Year 11</b></p>	<p><b>Intent</b> Why is this taught now?</p>	<p>Final rehearsals of performance work before the examiner visits. Teacher does not grade this piece of work. This is marked externally by the exam board.</p>	<ul style="list-style-type: none"> <li>• Final performance</li> <li>• Written exam questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Component 2 final performance exam.</li> <li>• Written exam prep.</li> </ul>		

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		Written exam prep	
<b>Summer Term</b> <b>3A</b> <b>Year 11</b>	<u>Intent</u> Why is this taught now?	<ul style="list-style-type: none"> <li>Final exam prep for the written exam – past papers, set questions, timed questions, revision.</li> </ul>	<ul style="list-style-type: none"> <li>Looking at set and timed questions to offer the final bit of feedback before the exam.</li> </ul>
	<ul style="list-style-type: none"> <li>Final written exam prep</li> </ul>		
<b>Summer Term</b> <b>3B</b> <b>Year 11</b>	<u>Intent</u> Why is this taught now?	<ul style="list-style-type: none"> <li>Exam Leave</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>		