

St Cuthbert Mayne School Curriculum Map



Performing Arts - Educas GCSE Drama Year 10

Drama is taught within the Performing Arts Faculty. Students will start their GCSE Drama course in year 10 and are assessed in one component during this first year. Students will learn through a combination of practical and theoretical lessons, exploring performance, devising and appreciation. Students will develop their own performance technique through the study of varying acting styles, exploring different practitioners approaches and genres. Students will develop their ability to creatively respond to a variety of stimuli, devising scenes, and direct as solos and group work. We also critically appreciate professional works exploring intent, themes, creative process/page to stage and production features. Students will develop teamwork, resilience, confidence and a critical eye.

Key skills & concepts of learning:

- Develop knowledge and understanding
- Develop physical and vocal fluency with an understanding of characterisation
- Develop physical, technical and expressive skills
- Critically analyse professional work
- Perform with accuracy and style
- Develop confidence, resilience, self-discipline and teamwork

Autumn Term	
Topic/Unit	Focus 1: Introduction to GCSE Drama Preparing for devising: Skills for devising; Dramatic devices; Exploration of: various styles of drama; Consideration of staging settings

	Focus 2: Component 3 - Interpreting Theatre (40%) ** Practitioner/work 1 This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.	
Knowledge (Content covered)	Skills and tools for devising Dramatic devices Page to stage - process from stimulus to performance Improvisation techniques Exploration of different acting styles and genres Purpose of professional work Creative stylistic qualities including contextual influences, performance style and response to stimulus Techniques and approaches used in performance	
Skills	Introduction to GCSE: - Devising and improvisation - Developing knowledge and understanding of physical and vocal skills - Appreciation of professional work - Identify, describe, discuss and explain the process used by professional practitioners - Describe, discuss and assess stylistic qualities of practitioners work	Interpreting theatre: - Understanding various genres and styles of drama - Demonstrate the ability to analyse and explain the intention of a work and how it is supported by lighting, costume, stage design and acting style. - Demonstrate understanding of performance skills and how they support the intention of the work, develop character and engage the audience - Compare and contrast differing styles of theatre
Assessment	Students will have a chance to be assessed in a 'mock' of devised work focusing on their ability to: → Devise from a stimulus → Consider how their work is presented → Use of physical and vocal skills to create character & engage an audience → apply knowledge and understanding when making, performing and responding to drama → explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created → develop a range of theatrical skills and apply them to create performances → work collaboratively to generate, develop and	Students will be assessed on their understanding of how the text is constructed and how performances create meaning through: • the characteristics of the performance text, including: → Genre → Structure → character (including interpretation and function within an extract) → form and style → language/dialogue → stage directions • the social, historical and cultural context including the theatrical

	communicate ideas → develop as creative, effective, independent and reflective learners able to make informed choices in process and performance → contribute as an individual to a theatrical performance → reflect on and evaluate their own work and that of others → develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice → adopt safe working practices.	conventions of the period in which the performance text was created • how meaning is interpreted and communicated through: → performance conventions → use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene → relationships between performer and audience → the design of lighting, sound, set (including props) and costume, hair and make-up → the actor's vocal and physical interpretation of character.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Students will explore professional theatre works and the roles and responsibilities of professionals working with the performing arts. They will examine and analyse the process professionals go through to create their work. We explore the following careers: - Choreographer/Director - Performer (dancer/actor) - Teacher - Designer (multiple strands of design) - Health/Nutrition/Fitness - Technology and Performing Arts	

Spring Term	
Topic/Unit	Focus 1: Component 1 - Devising Theatre (40%) Students will have the opportunity to create their own work from a stimulus as part of a group. They will need to demonstrate their understanding of the devising process and evaluate each stage. Focus 2: Component 3 - Interpreting Theatre (40%) ** Practitioner/work 2 This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.

Knowledge (Content covered)	Roles, responsibilities and skills of performance practitioners and non performance practitioners Exploration of different acting styles Professional practitioners' performance material, influences, creative outcomes and purpose Page to Stage / Choreographic Process - processes used in development, rehearsal and performance Techniques and approaches used in performance	
Skills	Devising theatre: - Communicating ideas through performance - Selecting skills and techniques for performance - Working effectively as a group (collaboration) - Responding to stimuli - Reviewing and reflecting on process	Interpreting theatre: - Demonstrate the ability to analyse and explain the intention of a work and how it is supported by lighting, costume, stage design and acting style. - Demonstrate understanding of performance skills and how they support the intention of the work, develop character and engage the audience - Appreciation of professional work - Identify, describe, discuss and explain the process used by professional practitioners - Describe, discuss and assess stylistic qualities of practitioners work
Assessment	Component 1 (devising theatre) students will be assessed on: → Devising: create and develop ideas to communicate meaning for performance (AO1, 30 marks). This is assessed through the portfolio of supporting evidence. → Realising: apply theatrical skills to realise artistic intentions (AO2, 15 marks). This is assessed through the performance or design (realised in performance). → Evaluating: analyse and evaluate their own work (AO4, 15 marks). This is assessed through a written evaluation completed under supervised conditions.	Component 3 - Students will be assessed on their understanding of how the text is constructed and how performances create meaning through: • the characteristics of the performance text, including: → Genre → Structure → character (including interpretation and function within an extract) → form and style → language/dialogue → stage directions • the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and communicated through: → performance conventions → use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch,

		theatre in round, traverse and thrust) on at least one scene → relationships between performer and audience → the design of lighting, sound, set (including props) and costume, hair and make-up → the actor's vocal and physical interpretation of character.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Students will explore professional theatre works and the roles and responsibilities of professionals working with the performing arts. They will examine and analyse the process professionals go through to create their work. We explore the following careers: - Choreographer/Director - Performer (dancer/actor) - Teacher - Designer (multiple strands of design) - Health/Nutrition/Fitness - Technology and Performing Arts	

Summer Term		
Topic/Unit	Focus 1: Component 2 - Performing a text (20%) Learners will demonstrate their ability to interpret and perform a given text as both a solo and duo/group Focus 2: Component 3 - Interpreting Theatre (40%) ** Practitioner/work 3 This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.	
Knowledge (Content covered)	Exploration of different acting styles Professional practitioners' performance material, influences, creative outcomes and purpose Exploration of different starting points: theme, issue, prop, time/place, existing repertoire Considering structure, form, genre, style, creative intentions	
Skills	Performing a text: - Interpretation	Interpreting theatre: - Demonstrate the ability to analyse and explain the intention of a work and how it is supported by lighting, costume, stage design and acting style.

	- Character creation - Demonstrate development of performance skills - Select and apply performance skills (technical, interpretive and stylistic) - Health and safety - Behaviours and attitude - Responding to feedback (self, peer and teacher) - Reviewing development and performance	- Demonstrate understanding of performance skills and how they support the intention of the work, develop character and engage the audience - Appreciation of professional work - Identify, describe, discuss and explain the process used by professional practitioners - Describe, discuss and assess stylistic qualities of practitioners work
Assessment	Component 2 - Performing a text - assesses the final realisation only (AO2, 60 marks). In this component learners must demonstrate the ability to: → apply performing or design skills to realise artistic intentions in live performance → interpret their chosen text → contribute as an individual to the live performance.	Component 3 - Students will be assessed on their understanding of how the text is constructed and how performances create meaning through: • the characteristics of the performance text, including: → Genre → Structure → character (including interpretation and function within an extract) → form and style → language/dialogue → stage directions • the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and communicated through: → performance conventions → use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene → relationships between performer and audience → the design of lighting, sound, set (including props) and costume, hair and make-up → the actor's vocal and physical interpretation of character.
Gatsby 4 (Linking curriculum learning to careers)	Students will explore professional theatre works and the roles and responsibilities of professionals working with the performing arts. They will examine and analyse the process professionals go through to create their work. We explore the following careers: - Choreographer/Director	

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- Performer (dancer/actor)
- Teacher
- Designer (multiple strands of design)
- Health/Nutrition/Fitness
- Technology and Performing Arts