

Roundwood Park School



KS4 EDEXCEL DRAMA – KS4 Curriculum Map

The aims and objectives of GCSE DRAMA revolve around the further development of the 3 areas of dramatic exploration at KS3 - understanding our personal story, other people's stories and Theatrical storytelling. In addition, the GCSE curriculum will enable pupils:

- To understand, develop and apply a range of theatrical skills in creating, designing, directing and performing
- To explore, interpret and analyse performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- To develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- To develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- To adopt safe working practices.
- We tailor our course choosing live performances, set texts and stimulus material that connect with the students and the world they know, whilst allowing them the opportunity to expand their awareness and deepen their experience of it.

Assessment objectives:

















- **AO1** Create and develop ideas to communicate meaning for theatrical performance.
- **AO2** Apply theatrical skills to realise artistic intentions in live performance.
- **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- **AO4** Analyse and evaluate their own work and the work of others.

Year 10 Autumn term	Year 10 Spring term	Year 10 Summer term	Year 11 Autumn term	Year 11 Spring term	Year 11 Summer term
<p><u>3 wk Introduction period</u></p> <p>Students are given a range of practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification.</p> <p><i>A01 & A02 - Initial assessments on skill levels take place in lesson.</i></p> <p><u>Component 3 Section A: Theatre makers in practice</u></p> <p>Students develop their performance skills whilst exploring the set text DNA by Dennis Kelly for the written exam from a performer, designer and director point of view.</p> <p><u>Component 3 Section B</u></p> <p>Live review</p> <p>Pupils also see a live theatre show and watch the Component 3 pieces shown by both the Year 11 and year 13 cohorts. Lesson time is given to exam prep for this section of the paper.</p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks.</i></p> <p><i>A01 & A02 - Practical knowledge and application is marked every third week.</i></p>	<p><u>Component 2: Performance from text</u></p> <p>Students spend the majority of this term creating 2 performance pieces, developing skills enabling them to contextualise, interpret and perform their chosen extracts. 1 Extract is from a teacher chosen performance text and leads to a group performance piece. 1 extract leads to a Monologue performance chosen from DNA.</p> <p><i>A01 & A02 - Practical skills and application are marked every third week.</i></p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups and continued set text exam response work.</i></p> <p><i>A01 & A02 - <u>Component 2</u> Mock performance exam of both extracts takes place in March-April.</i></p> <p><i>A03 & A04 - <u>Component 3</u> Mock written paper takes place in March</i></p>	<p><u>Component 1: Devised Performance - ground work</u></p> <p>Students explore a range of stimuli learning the devices and conventions of theatrical practitioners Frantic Assembly. They begin to develop their portfolio writing skills by recording their ideas and experiences in weekly home learning tasks. During this time skills relating to groupwork, organisation and problem solving are developed as much as theatrical conventions.</p> <p>Students go to see a second piece of live theatre and develop their evaluation skills based on findings in their mock exams.</p> <p><i>A01 & A02 - Practical skills and application are marked every third week.</i></p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups and continued set text exam response work.</i></p>	<p><u>Component 1: Devised Performance (continued)</u></p> <p>Students are given the stimuli that their assessment will be based on – Currently Episode synopses of BLACK MIRROR</p> <p>As a group, students devise their own piece of work based on the stimulus.</p> <p><i>A01 & A02 <u>Component 1</u> Devised performance Exam (10% of GCSE) performed In November.</i></p> <p><i>A03 & A04 <u>Component 1</u> Devised performance portfolio (30% of GCSE) first draft due in December.</i></p> <p>Students see a third piece of live theatre.</p> <p><i>A03 & A04 - <u>Component 3</u> Mock written paper takes place in November During Year 11 Mock Leave</i></p> <p><u>As year 10 –</u></p> <p><i>A01 & A02 - Practical skills and application are marked every third week.</i></p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups and continued set text exam response work</i></p>	<p><u>Component 2: (continued) Performance from text</u></p> <p>Students spend the majority of this term creating 2 performance pieces, showing awareness of how to contextualise, interpret and perform their chosen extracts. Both extracts are from a teacher chosen performance text and leads to a group performance and monologue piece for each pupil.</p> <p><i>A01 & A02 - <u>Component 2</u> Performance exam of both extracts assessed by external examiner takes place in March (20% of GCSE)</i></p> <p><u>Component 3</u> – Revision intervention sessions and home learning continues throughout the term – see home learning.</p> <p><u>As before</u></p> <p><i>A01 & A02 - Practical skills and application are marked every third week.</i></p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups and continued set text exam response work</i></p>	<p><u>Component 3 Section A: Revision of Theatre makers in practice</u></p> <p>Students use 2 lessons per week to revisit and revise from their notes made throughout the course relating to their set text DNA by Dennis Kelly.</p> <p><u>Component 3 Section B</u></p> <p>Live review</p> <p>Students use 1 lesson per week to revisit and revise from their notes made throughout the course relating to the live review section of the exam paper.</p> <p><i>A01 & A02 Students sit the external examination in May/June.</i></p>

Year 10 Extra/Super-curricular	Year 11 Extra/Super-curricular
<p>AUTUMN TERM HWK 1 DNA Lesson write up per week 1 independent task from the prescribed list linked to DNA per week (see below)</p> <p>SPRING TERM HWK 1 DNA/Live review exam home learning tasks per week 1 Independent task from the prescribed list relating to the performance project per week</p> <p>SUMMER TERM HWK 1 DNA/Live review exam home learning tasks per week 1 devising based independent task from the prescribed list per week</p>	<p>AUTUMN TERM HWK Devised write ups, independent tasks, process essays and exam responses.</p> <p>SPRING TERM HWK 1 DNA/Live review exam home learning tasks per week 1 Independent task relating to your performance script per week</p> <p>SUMMER TERM HWK 2 DNA/Live review exam home learning tasks per week</p>
<p><u>In addition to the above students are involved in:</u> Running the Year 8 Drama Club Directing the House Drama Competition Partaking in the National Theatre Connections drama festival Upper school productions and musicals depending on what we are offering Working with other years providing tech support</p>	

Year 10 DNA Homework Bingo Sheet

Resources to help you prepare for your written Exam

 <p>1. Complete this course Watch and make notes on all the BBC teach episodes for DNA by Dennis Kelly. There are 4 of them and they are really well put together.</p> <p>BBC teach DNA</p>	 <p>2. Watch this monologue Make a note of the vocal and <u>facial choices</u> the performer makes on specific lines.</p> <p>Leah monologue</p> <p>What are 5 things you would have done differently with face and voice?</p>	 <p>3. Isolate and read 3 pages from within the script that interest you.</p> <p>Add all the stage directions you would give as a director and add some justification as to why.</p> <p>DNA SCRIPT</p>	 <p>4. Watch this TED-ed talk About the animal kingdom</p> <p>Alpha males in the animal kingdom</p> <p>Whilst watching, <u>list</u> all the things you notice that have common-ground with DNA.</p>	 <p>5. Complete character profile sheets for 6 characters within the play.</p> <p>Role on the wall</p>
 <p>6. Borrow one of the CGP DNA Revision books and complete some of the tasks within it.</p> 	 <p>7. Read this review of DNA and consider the key decisions the director has made with the text.</p> <p>Unicorn theatre, DNA</p> <p>To follow up, explore both Hull Truck and Unicorn theatre and the sorts of productions they create.</p>	 <p>8. Watch this TED talk about teenagers. Make notes about how this relates to Characters in DNA</p> <p><i>Ted Ed</i></p> <p>Ted X - teenagers</p>	 <p>9. Complete the DNA Fact gathering form.</p> <p>DNA fact gathering sheet</p>	 <p>10. Create a model theatre of your own version of a scene within DNA - this could be with <u>lego</u></p>
 <p>11. Read this This script is one we are covering for GCSE read it! It's pretty short!</p> <p>DNA script</p>	 <p>12. Watch any of the National theatre at home broadcasts They are broadcast on Thursday nights from 7pm and can be streamed for the following week</p> <p>https://www.youtube.com/watch?v=VQ33WuaOhn8&list=PLJgBmiHpggs7lJOU2PL0mJcFawbCMb3_r</p>	 <p>13. Create a detailed map that places all the settings within DNA in context.</p>	 <p>14. Complete this <u>kahoot</u> on DNA</p> <p>DNA Kahoot</p>	 <p>15. <u>Investigate</u> this document from the exam board about <u>the context</u> of DNA</p> <p>Set text guide</p>

Above is an example of the way we set independent learning as 'Home learning Bingo' tasks to be completed each week.

An example of how Year 10 looks week by week:

Weekly study and Assessment planner				
Teaching week	Week commencing	Study Focus MGA lessons	Assessment and HL Officially set on a Thursday	Focus for CCA lessons
Wk 1	04/09	Group skills and Introduction	Read DNA by Dennis Kelly	Games and Intros
Wk 2	11/09	Devising Techniques	BASELINE SKILLS ASSESSMENT	Stage Lighting
Wk 3	18/09	General DNA explorations	HL bingo and write up	Stage lighting
Wk 4	25/09	Style and Genre	<u>HL Bingo Hand in and self assessment</u>	Sound
Wk 5	02/10	Major Themes	HL bingo and write up	Sound
Wk 6	9/10	Interpreting the text on stage	HL bingo and write up	Costume
Wk 7	16/10	Character exploration 1	HL bingo and write up	Costume
Half term				
Wk 8	30/10	Character exploration 2	HL bingo	Stage Furniture
Wk 9	6/11	Character exploration 3	<u>HL Bingo hand-in and self assessment</u> <i>General Skills - class assessment</i>	Stage Furniture
Wk 10	13/11	Conveying meaning through Set	HL bingo	Set
Wk 11 Parents eve 22/11	20/11	Improvising around the text 21st November Year 13 - Devised Performance 5.30pm	HL bingo	Set
Wk 12	27/11	Applying practical work to exam questions 1	HL bingo	Staging