

Curriculum Assessment Map: Drama



| YEAR 10 | Autumn Term | Spring Term | Summer Term |
|--|--|---|--|
| Topic | <p>WJEC GCSE: component one preparation Mock/practitioners/skills/terms</p> <p>WJEC Vocational: Unit 1 - Task 1a (initial research) Task 1b (influence and impact) Task 2 (rehearsal schedule) Begin Task 3 (reflective journal) Unit 2 - Task 1 (creative brief) Begin Task 2 (development log)</p> | <p>WJEC GCSE: Component one preparation</p> <p>WJEC Vocational: Unit 1 - Complete Task 3 (reflective journal) Task 4 (performance) Unit 2 - Continue Task 2 (development log)</p> | <p>WJEC GCSE: Component one performances Component three set text reading/mocks</p> <p>WJEC Vocational: Unit 1 - Task 5 (evaluation) Unit 2 - Task 3 (presentation) Task 4 (evaluation)</p> |
| Key Learning & Skills | <p>Performance route:</p> <ul style="list-style-type: none"> - Rehearsing and learning lines; adapting work in response to rehearsals/stimulus - Characterisation. Vocal and physical skills - Communication with other performers and with the audience <p>Performance and design route:</p> <ul style="list-style-type: none"> - Health and safety awareness and application - Making appropriate judgements during the development process - Communicating intention and creating impact to an audience - Understanding of style, genre and theatrical conventions | <ul style="list-style-type: none"> - Analyse and evaluate the work of theatre-makers - Analyse and evaluate the ways in which - Understand social, historical and/or cultural contexts including the theatre conventions of the period which the text was created and performed - Analyse and evaluate how performance and production elements are brought together to create theatre | <ul style="list-style-type: none"> - Analyse and evaluate the work of the theatre makers - Form critical judgements about live theatre based on their understanding of Drama and theatre - Recognise and understand how theatrical choices are used by theatre makers to create impact - Understand how the meaning of a text can be interpreted and communicated to an audience |
| <p>End points</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Develop a range of theatrical skills and apply them to create performances <ul style="list-style-type: none"> - Work collaboratively to generate, develop and communicate ideas - Develop as creative, effective, independent and reflective students able to make informed choices in process and performance <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Adopt safe working practices. | | | |
| Informal (formative) Assessment | <ul style="list-style-type: none"> • Informal sharing and spotlighting of practical work • Practical workshop style GRIT tasks • Observation of small group discussion and rehearsal • Peer and self-assessment of performance work in rehearsal • Formative teacher questioning | | |

Curriculum Assessment Map: Drama



| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> • Self, peer and teacher feedback on work towards mock exam/portfolio answers and vocabulary checks | | |
| <p>Formal (<i>summative</i>) Assessment</p> | <ul style="list-style-type: none"> • Written (or spoken) analysis and evaluation of devising and outcome | <ul style="list-style-type: none"> • Written (or spoken) analysis and evaluation of devising and outcome • Mock assessments/exams • Whole class feedback • Individual student feedback | <ul style="list-style-type: none"> • Written (or spoken) analysis and evaluation of devising and outcome • assessments/exams • Whole class feedback • Individual student feedback |

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Drama



| YEAR 11 | Autumn Term | Spring Term | Summer Term |
|---|---|---|--|
| Topic | <p>WJEC GCSE: Component 2 preparation / Component 3 set text</p> <p>WJEC Vocational: Introduction to unit 3</p> <p>BTEC: Component 3 mock (written/practical)</p> | <p>WJEC GCSE: Component 2 performances / Component 3 set text</p> <p>WJEC Vocational: Unit 3 - Create ideas for proposal. Task 1 - Task 2 - Task 3 - Task 4 - Task 5 - Task 6</p> <p>BTEC: Component 3 Preparation/performance/reviews</p> | <p>WJEC GCSE: Component 3 examination</p> <p>WJEC Vocational: Unit 3 task 7</p> <p>BTEC: Component 3 re-submissions</p> |
| Key Learning & Skills | <ul style="list-style-type: none"> - Development of performance/design and interpretative skills - Develop skills and techniques during the rehearsal process - Application of skills and techniques during rehearsal - Application of skills and techniques in/for performance - Review own development and contribution to the performance - Understand how to respond to a brief through discussion and practical exploration activities - Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief - Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience - Collaboration - Communicating ideas through performance - Evaluate the development process and workshop performance - Outcome | | |
| <p style="text-align: center;">End points</p> <ul style="list-style-type: none"> - Development of key skills that prove students' aptitude in performing arts including reproducing repertoire and responding to stimuli - Knowledge and understanding of the process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance <ul style="list-style-type: none"> - Development of attitudes that are considered most important in the performing arts, including personal management and communication - Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles | | | |
| Informal (formative) Assessment | <ul style="list-style-type: none"> • Informal sharing and spotlighting of practical work • Practical workshop style GRIT tasks • Observation of small group discussion and rehearsal • Peer and self-assessment of performance work in rehearsal • Formative teacher questioning • Self, peer and teacher feedback on work towards mock exam / portfolio answers and vocabulary checks | | |

Curriculum Assessment Map: Drama



| | |
|--|--|
| Formal (summative) Assessment | <ul style="list-style-type: none">• Workshop performance, log book, teacher observations and written evaluation• Externally assessed performance/written components |
|--|--|

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects