



KS3 Curriculum Map: Drama

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Year 7	Introduction to Drama Skills AO1 AO2	Introduction to Drama Skills AO3 AO4	Matilda AO1 AO3	Matilda AO2 AO4	Haunted House AO1 AO2 AO3 AO4	Mystical Island AO1 AO2 AO3 AO4
Year 8	Blood Brothers AO2 AO3 AO4 Rotates with Music		Teachers AO2 AO4 Rotates with Music		Frantic Assembly AO1 AO2 AO3 AO4 Rotates with Music	
Year 9	'Dambusters' AO2 AO3 AO4 Rotates with Music		'Stone Cold' AO1a AO1b AO2 AO4 Rotates with Music		Noughts and Crosses AO2 AO3 AO4 Rotates with Music	

Over the course of learners' KS3 studies, students will:

- LI1- apply knowledge and understanding when making, performing and responding to drama
- LI2- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- LI3- develop a range of theatrical skills and apply them to create performances
- LI4- work collaboratively to generate, develop and communicate ideas
- LI5- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- LI6- contribute as an individual to a theatrical performance
- LI7- reflect on and evaluate their own work and that of others

[EDUQAS GCSE Specification 2020]

This will enable all students to have the necessary opportunities to develop their theatrical knowledge and practices in preparation for KS4 and KS5 if they choose this pathway. In support of this, the KS3 curriculum focuses on four key 'Assessment Objectives', which will allow students to explore the full spectrum of theatrical studies and prepare them fully for further study:

- Create (AO1)
- Perform (AO2)
- Interpret (AO3)
- Respond (AO4)



KS4 Curriculum Map: Drama

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Year 10	Introduction to devising: • Dramatic devices • Structure • Character	Working with stimuli Practitioner 1	Practitioner 2	Scripted Mock	Component 1 Workshop	Component 1 Workshop
			<i>Component 3 Section A - Performance</i>	<i>Component 3 Section B - Performance Trip if possible</i>	<i>Component 3 Section A - Design</i>	<i>Component 3 Section B - Design Trip if possible</i>
Year 11	Component 1 Exam	Component 1 Supporting Evidence and Evaluation	Component 2 - Rehearsal	Component 2 - Rehearsal/Exam	Component 3 - Revision	Component 3
			<i>Component 3 - Section B</i>	<i>Component 3 - Section A</i>	Component 3 - Revision	Component 3

Over the two years of study, learners must:

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.

The WJEC Eduqas GCSE in Drama offers a broad and coherent course of study, which enables learners to:

- LI1 apply knowledge and understanding when making, performing and responding to drama
- LI2 explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- LI3 develop a range of theatrical skills and apply them to create performances
- LI4 work collaboratively to generate, develop and communicate ideas
- LI5 develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- LI6 contribute as an individual to a theatrical performance
- LI7 reflect on and evaluate their own work and that of others
- LI8 develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- LI9 adopt safe working practices



KS3 Curriculum Map: Performing Arts

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Year 7	<p>Unit 1 Elements of Music Composition Learn and explore the elements of music through practical and listening activities.</p> <p>Create a composition based on various clips of contrasting animals from Planet Earth.</p>	<p>Unit 2 Programme Music Create a composition using computer software Cubase. Learn how to structure and organise sound to create meaning and reflect a story.</p>	<p>Unit 3 Rhythm and Structure [African Drumming] Learn different note values and read simple rhythms from traditional and non-traditional notation.</p> <p>Create rhythmical patterns using African Drums.</p> <p>Compose and perform as a small group using African Drums.</p>	<p>Unit 4 Performance Skills 1 Rehearse a popular music song in a small group in preparation for a performance</p> <p>Learn and explore harmony.</p> <p>Work in groups to play and sing a 4-chord song.</p>	<p>Unit 5 Hooks, Riffs and Bass Learn the features of a hook, riff and ground bass.</p> <p>Learn how to play and compose hooks, riffs and ground bass.</p> <p>Learn how to read traditional notation.</p>	<p>Unit 6 Computer Music Remix Learn the key features of four styles/genres of popular music.</p> <p>Create a remix of Pachelbel's Canon on Cubase based on one style/genre of music.</p>
Year 8	<p>Unit 7 Blues Music Learn and explore the key features of Blues music.</p> <p>Learn the structure of the 12-bar blues.</p> <p>Create a 12-bar blues composition</p> <p>Rotates with Drama</p>		<p>Unit 8 Reggae Music and Sequencing Learn and explore the key features of Reggae music.</p> <p>Use Cubase to recreate a reggae song, applying effects and processes in Cubase effectively.</p> <p>Rotates with Drama</p>		<p>Unit 9 Performance Skills 2 Rehearse a popular music song in a small group in preparation for a performance.</p> <p>Learn what makes a good popular music performance.</p> <p>Rotates with Drama</p>	



KS3 Curriculum Map: Performing Arts

Year 9	Unit 10 Podcast and Jingles	Unit 11 Film Music	Unit 12 Performance Skills 3
	Write a podcast and record it into Cubase.	Explore the features of film music and use these to create a piece of music for a specific film.	Rehearse a popular music song in a small group in preparation for a performance.
	Use Cubase to edit the audio and add sound effects.	Use Cubase as a compositional tool.	Or
	Create a jingle for the podcast based on a hook or a riff.		Use Cubase to recreate a popular music song.
	Rotates with Drama	Rotates with Drama	Rotates with Drama

KS4 OCR Curriculum Map: Music

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Year 10	<p>AoS 1 Developing awareness of your own instrument's capabilities.</p> <p>Composition: Developing initial ideas</p> <p>AoS 5: Conventions of Pop</p>	<p>AoS 1 Developing awareness of your own instrument's capabilities.</p> <p>Composition: Developing initial ideas</p> <p>AoS 5: Conventions of Pop</p>	<p>AoS 1 Performance 'master classes'</p> <p>Composition: Short compositions tasks based on AoS 3.</p> <p>AoS 3: Rhythms of the World</p>	<p>AoS 1 Performance 'master classes'.</p> <p>Composition: Short compositions tasks based on AoS 3.</p> <p>AoS 3: Rhythms of the World</p>	<p>AoS 1 Solo Performance</p> <p>Composition: Controlled tasks (composition for the Integrated portfolio).</p> <p>AoS 4: Film Music</p>	<p>AoS 1 Solo Performance</p> <p>Composition: Controlled tasks (composition for the Integrated portfolio).</p> <p>AoS 4: Film</p>
Year 11	<p>AoS 1 Record final solo performance.</p> <p>Composition: Composition to a set brief workshops</p> <p>AoS 2: The Concerto through Time</p>	<p>AoS 1 Record final solo performance.</p> <p>Composition: Composition to a set brief workshops</p> <p>AoS 2: The Concerto through Time</p>	<p>AoS 1 Record final ensemble performances.</p> <p>Composition: Composition to a set brief</p> <p>Revisit AoS 3 AoS 4</p>	<p>AoS 1 Record final ensemble performances.</p> <p>Composition: Composition to a set brief</p> <p>Revisit AoS 5 and AoS 2</p>	<p>Revisit AoS 2, 3, 4 and 5</p>	<p>Listening Exam</p>

AoS Assessment Aims

AOS 1 My Music: Learners should study their instrument to perform and compose, which can be any of the following:

- any instrument
- voice – this can include styles such as rapping or beatboxing
- DJ-ing
- sequencing – realisation using ICT.

AOS 2 The Concerto Through Time: Learners should study The Concerto and its development from 1650 to 1910 through:

- the Baroque Solo Concerto
- the Baroque Concerto Grosso
- the Classical Concerto
- the Romantic Concerto.

AOS 3 Rhythms of the World: Learners should study the traditional rhythmic roots from four geographical regions of the world:

- India and Punjab
- Eastern Mediterranean and Middle East
- Africa
- Central and South America.

AOS 4 Film Music: Learners should study a range of music used for films including:

- music that has been composed specifically for a film
- music from the Western Classical tradition that has been used within a film
- music that has been composed as a soundtrack for a video game.

AOS 5 Conventions of Pop: Learners should study a range of popular music from the 1950s to the present day, focussing on:

- Rock 'n' Roll of the 1950s and 1960s
- Rock Anthems of the 1970s and 1980s
- Pop Ballads of the 1970s, 1980s and 1990s
- Solo Artists from 1990 to the present day