


# GCSE Arts Curriculum Map

Subject/Term	<div style="text-align: center;"> <b>Year 10 and 11 Knowledge</b>   </div>						
<b>Drama</b> <i>Skills: creating and developing ideas to create meaning; realising artistic intentions in live performance; demonstrating knowledge and understanding of how drama is developed and performed; analysis and evaluation</i>	<b>Theatre Making</b> Story structure Theme Symbolism & marking the moment Props, set, lighting & sound Audience impact	<b>'Blood Brothers'</b> Themes Plot, structure & techniques Character development Design skills Acting skills Directing Description and analysis	<b>Mock Component 3</b> Acting skills Artistic intentions	<b>Devising Drama</b> Devising skills & techniques Group skills Performance skills Responding, developing & performing Description, analysis & evaluation	<b>Exploring Text</b> Style & genre Characteristics of text Character development Artistic interpretation Acting skills	<b>Texts in Practice</b> Acting skills Artistic interpretation	<b>Preparation for the written exam</b> Theatre terminology Roles and responsibilities of theatre makers Characteristics of performance texts ('Blood Brothers') Social, cultural and historical context How meaning is interpreted and communicated
<b>English</b> <i>Skills: Structure and coherence; Spelling, punctuation and grammar; Applying context; Using evidence; Analysing technique; Awareness of impact; Listening, discussing and presenting</i>	<b>GCSE Language Paper 1: Exploration in Creative Fiction</b> Comprehension, language, structure and purpose analysis, evaluation, writing to describe/creating a narrative.	<b>19th Century Text – A Christmas Carol by Charles Dickens</b> Characters, plot, themes, structure, context and writer's methods.	<b>Shakespeare – Romeo and Juliet</b> Characters, plot, themes, structure, context, stagecraft and writer's methods.	<b>GCSE Language Paper 2: Viewpoints and perspectives</b> Comprehension, language, structure and purpose analysis, evaluation, writing a point of view.	<b>Modern Text - An Inspector Calls by J.B Priestley</b> Comprehension, characters, plot, themes, structure, context, stagecraft and writer's methods.	<b>Poetry – Power and Conflict Anthology</b> Poetic devices, themes, structure, context, form and poet's intention.	<b>Revision Literature and Language (all units)</b> Characters, plot, themes, language, structure, context, writer's methods and intentions.
<b>History</b> <i>Skills: Construct relevant, structured and evidentially supported written work; Use evidence and evaluating evidence and the study of sources; Develop own hypothesis and conclusions; Evaluate different interpretations about the past; Use historical terms and</i>	<b>International Relations 1918 – 2001 (Period study) and USA 1919 – 48 (Non-British Depth study - 50%)</b> Conflict & Co-operation 1918 - 1939 The Cold War 1945 – c.1989 From the end of the Cold War to 9/11 Changing interpretations of Appeasement and the Origins of the Cold War tensions. The "Roaring" 20's The 1930s and the New Deal The impact of the 2nd World War on US society		<b>The English Reformation c.1520 – c.1550 (British Depth Study) &amp; Castles: Form and Function c.1000 – 1750 (Historical environment - 26%)</b> English Reformation c.1520 – c.1535 Dissolution of the Monasteries c.1534 – c.1540 The impact of the Reformation in English parishes c.1534 – c.1550 Kenilworth Castle: location, appearance & layout, function, life in the castle over different periods, key events associated with Kenilworth Castle		<b>Power: Monarchy to Democracy in Britain c1000 to 2014 (British thematic study - 24%)</b> c.1000–c.1485 Themes: Individuals, institutions and groups with power, claims to power, methods of maintaining power, challenges to power and power changing hands c.1485 – c.1800 Themes: Individuals, institutions and groups with power, claims to power, methods of maintaining power, challenges to power and power changing hands c.1800 - 2014 Themes: Individuals, institutions and groups with power, claims to power, methods of maintaining power, challenges to power and power changing hands		

<i>concepts.</i>									
<b>RE</b> <i>Skills:</i> <i>Knowledge;</i> <i>Comprehension;</i> <i>Application</i>	<b>Islam – Religion and Ethics – Y10</b> Muslim Beliefs Islam Marriage and Family			<b>Islam – Religion and Ethics – Y10</b> Living the Muslim Life Matters of life & death Islam		<b>Christianity – Peace and Conflict – Y11</b> Christianity Christian Beliefs Crime and Punishment		<b>Christianity – Peace and Conflict – Y11</b> Christianity Peace and Conflict Living the Christian life	
<b>Citizenship</b> <i>Skills:</i> <i>Knowledge;</i> <i>Comprehension;</i> <i>Application</i>	<b>C1 – Law and Legal System – Y10/11</b> Rights and Responsibilities Legal System The Law			<b>C2 – Democracy and Government – Y10</b> Parliament and Government Media and Participation Constitution and Economics		<b>C3 – UK &amp; Wider World – Y11</b> International Partnerships Community Cohesion Multi-Culturalism		<b>Citizenship</b> <i>Skills:</i> <i>Knowledge; Comprehension; Application</i>	
<b>Music</b> <i>Skills: Performance;</i> <i>Composition; Listening</i> <i>&amp; Appraising</i>	<b>AoS 5: The Conventions of Pop</b> <b>AoS 1 : My Music</b> <b>AoS 1: Solo, Ensemble &amp; Composition</b> Range and characteristic timbre Techniques required to play it & techniques that are specific to it Use in different genres Ensembles it might be used in Influence by context and culture <b>AoS 5: Rock 'n' Roll 1950's/60's</b> Typical Instruments Artists/Bands Repertoire features e.g. guitar riffs 4/4 time signature Vocal melody & accompaniment Chords I, IV and V	<b>AoS 5: The Conventions of Pop</b> <b>AoS 1 : My Music</b> <b>AoS 1: Solo &amp; Ensemble &amp; Composition</b> <b>AoS 5: Rock Anthems</b> Typical Instruments Artists/Bands Repertoire features e.g. Guitar riffs 4/4 time signature Vocals (often husky male Amplified music played by guitars and drums Three guitarists; lead, rhythm and bass Piano/keyboard often used Sub-genres of rock (soft rock; punk rock; glam rock) Verse/chorus structure, Some have long intros (more so than rock and roll and pop ballads)	<b>AoS 2: The Concerto Through Time</b> <b>AoS 1 : My Music</b> <b>AoS 1: Solo &amp; Ensemble &amp; Composition</b> <b>AoS 2: Baroque Concerto</b> Grosso & Solo Classical and Romantic Concerto What a concerto is and the way it has developed through time Instruments used for the solo part in the concerto and how they have developed through time Growth & development of the orchestra through time Role of the soloist(s) Relationship between the	<b>AoS 3: Rhythms of the World</b> <b>AoS 1 : My Music</b> <b>AoS 1: Composition 1 and Solo Performance</b> <b>AoS 3: African Drumming, Samba, Calypso, Indian Classical &amp; Bhangra</b> Characteristic rhythms and metres The origins and cultural context of the traditional music The musical characteristics of the folk music The impact of modern technology on traditional music The names of	<b>AoS 1: Solo/Ensemble, Compositions 1&amp;2</b> <b>AoS 4: Film Music:</b> 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 <b>AoS 5: Solo Artists</b> Solo artists and group names The changing nature of song structure The historical and social context of the named genres of popular	<b>AoS 1: Solo/Ensemble, Compositions 1&amp;2</b> Range and characteristic timbre Techniques required to play it & techniques that are specific to it Use in different genres Ensembles it might be used in Influence by context and culture <b>AoS 4: Film Music:</b> <b>Computer Gaming Music:</b> How music can develop and/or evolve during the course of a film or video game Resources used to create and	<b>AoS 1: Solo/Ensemble, Compositions 1&amp;2</b> <b>AoS 3: Greek, Palestinian, Israeli</b> Characteristic rhythms and metres The origins and cultural context of the traditional music The musical characteristics of the folk music The impact of modern technology on traditional music The names of performers and groups Typical instruments	<b>AoS 1: Solo/Ensemble, Compositions 1&amp;2</b> <b>AoS 2: Romantic Concerto</b> What a concerto is and the way it has developed through time Solo instruments in concerto and how they have developed through time Growth & development of the orchestra through time Role of the soloist(s) Relationship between the soloist(s) and the orchestral accompaniment Names of composers The need for a larger venue over time as the genre expanded and developed	<b>AoS: 2, 3, 4 &amp; 5: Preparation and Revision for the Listening Paper</b> All content and areas of study will be revisited for the final listening exam. A range of listening tasks to be completed in order to apply knowledge and understanding to the audio clip heard.

		<p>Strong guitar riffs/ostinatos Powerful Chords Powerful Lyrics <b>AoS 5: Pop Ballads</b> Typical instruments Artists/Bands Repertoire features 1970s/80s/90s: Song Structure Slow to moderate tempo Romantic lyrics; expressive</p>	<p>soloist(s) and the orchestral accompaniment Characteristics of Baroque music as reflected in The Concert The names and intentions of composers who wrote concertos in each period The need for a larger venue over time as the genre expanded and developed The changing nature of commissioner and audience over time</p>	<p>performers and groups Typical instruments</p>	<p>music The growth of the popular music industry</p>	<p>perform film and video soundtracks, including the use of technology Composers of music for film and/or video games</p>		<p>The commissioner and audience over time</p>		
<p><b>French, German or Spanish</b> <i>Skills: Listening; Speaking; Reading; Writing</i></p>	<p><b>Me, my family and friends</b> family how you get on with others what people look like and their personality your ideal partner future relationships</p>	<p><b>Technology in everyday life</b> communicating online uses and pros/cons of social media why/why not you use social media uses and dis/advantages of mobile technology</p>	<p><b>Free time activities</b> Film music TV free time activities food eating out world food sport</p>	<p><b>Customs and festivals</b> France and customs different traditions celebrations Francophone festivals</p>	<p><b>Home, town, neighbourhood and region</b> what a town is like what there is to see and do describe the pros and cons of where you live your ideal house</p>	<p><b>Social issues</b> Charities volunteering healthy living</p>	<p><b>Global issues</b> Environmental problems and solutions inequality poverty</p>	<p><b>Travel and tourism</b> Holiday destinations holiday preferences holiday activities visiting places in France</p>	<p><b>My studies; life at school and college</b> School facilities school subjects a day in school school life in France vs UK school rules uniform ideal school</p>	<p><b>Education post-16; jobs, career choices and ambitions</b> Future studies and options job preferences part-time work work experience dis/advantages of jobs university and apprenticeships</p>
<p><b>Art, Craft and Design</b> <i>Skills: Investigate; Analyse; Develop; Refine; Record; Respond</i></p>	<p><b>Introductory Workshops</b> Formal Elements of Art; Introduce the Principals of Art; Composition.</p>		<p><b>3D Project</b> Materials; Scale; Structure and the importance of planning an outcome.</p>		<p><b>Micro Project</b> How to evidence the assessment objectives so that they can independently structure their investigations (for component 1 &amp; 2).</p>		<p><b>Component 1</b> <i>(60% including micro project)</i> Artist Analyses; Common Narratives; Pastiche Developing final pieces.</p>		<p><b>Component 2 (40%)</b> Artist Analyses; Common Narratives; Pastiche; Developing final pieces.</p>	

