


## GCSE Arts Curriculum Map

Subject/Term	<div style="text-align: center;">  <p>Year 10 and 11 Knowledge</p> </div>						
<p><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></p>	<p><b>Theatre Making</b> Story structure Theme Symbolism &amp; marking the moment Props, set, lighting &amp; sound Audience impact</p>	<p><b>'Blood Brothers'</b> Themes Plot, structure &amp; techniques Character development Design skills Acting skills Directing Description and analysis</p>	<p><b>Mock Component 3</b> Acting skills Artistic intentions</p>	<p><b>Devising Drama</b> Devising skills &amp; techniques Group skills Performance skills Responding, developing &amp; performing Description, analysis &amp; evaluation</p>	<p><b>Exploring Text</b> Style &amp; genre Characteristics of text Character development Artistic interpretation Acting skills</p>	<p><b>Texts in Practice</b> Acting skills Artistic interpretation</p>	<p><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</p>
<p><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></p>	<p><b>GCSE Language Paper 1</b> <b>Exploration in Creative Fiction</b> Comprehension, language, structure and purpose analysis, evaluation, writing to describe/creating a narrative.</p>	<p><b>19th Century Text – A Christmas Carol by Charles Dickens</b> Characters, plot, themes, structure, context and writer's methods.</p>	<p><b>Shakespeare – Romeo and Juliet</b> Characters, plot, themes, structure, context, stagecraft and writer's methods.</p>	<p><b>GCSE Language Paper 2</b> <b>Viewpoints and perspectives</b> Comprehension, language, structure and purpose analysis, evaluation, writing a point of view.</p>	<p><b>Modern Text - An Inspector Calls by J.B Priestley</b> Comprehension, characters, plot, themes, structure, context, stagecraft and writer's methods.</p>	<p><b>Poetry – Power and Conflict Anthology</b> Poetic devices, themes, structure, context, form and poet's intention.</p>	<p><b>Revision Literature and Language (all units)</b> Characters, plot, themes, language, structure, context, writer's methods and intentions.</p>

<p><b>History</b> 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 concepts.</p>	<p><b>International Relations 1918 – 2001 (Period study) and USA 1919 – 48 (Non-British Depth study - 50%)</b> Conflict &amp; 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</p>		<p><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 – c1540 The impact of the Reformation in English parishes c.1534 – c.1550 Kenilworth Castle: location, appearance&amp; layout, function, life in the caste over different periods, key events associated with Kenilworth Castle</p>		<p><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</p>				
<p><b>RE</b> Skills: Knowledge; Comprehension ; Application</p>	<p><b>Islam – Religion and Ethics – Y10</b> Muslim Beliefs Islam Marriage and Family</p>		<p><b>Islam – Religion and Ethics – Y10</b> Living the Muslim Life Matters of life &amp; death Islam</p>		<p><b>Christianity – Peace and Conflict – Y11</b> Christianity Christian Beliefs Crime and Punishment</p>		<p><b>Christianity – Peace and Conflict – Y11</b> Christianity Peace and Conflict Living the Christian life</p>		
<p><b>Citizenship</b> Skills: Knowledge; Comprehension ; Application</p>	<p><b>C1 – Law and Legal System – Y10/11</b> Rights and Responsibilities Legal System The Law</p>		<p><b>C2 – Democracy and Government – Y10</b> Parliament and Government Media and Participation Constitution and Economics</p>		<p><b>C3 – UK &amp; Wider World – Y11</b> International Partnerships Community Cohesion Multi-Culturalism</p>		<p><b>Citizenship</b> Skills: Knowledge; Comprehension; Application</p>		
<p><b>Music</b> Skills: Performance; Composition; Listening &amp; Appraising</p>	<p><b>AoS 5: The Conventions of Pop</b> <b>AoS 1 : My Music</b> AoS 1: Solo &amp; Ensemble &amp;</p>	<p><b>AoS 5: The Conventions of Pop</b> <b>AoS 1 : My Music</b> AoS 1: Solo &amp; Ensemble &amp; Composition</p>	<p><b>AoS 2: The Concerto Through Time</b> <b>AoS 1 : My Music</b> AoS 1: Solo &amp; Ensemble &amp;</p>	<p><b>AoS 3: Rhythms of the World</b> <b>AoS 1 : My Music</b> <b>AoS 1: Composition</b></p>	<p><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</p>	<p><b>AoS 1: Solo/Ensemble, Compositions 1&amp;2</b> Range and characteristic timbre Techniques required to play it &amp;</p>	<p><b>AoS 1: Solo/Ensemble, Compositions 1&amp;2</b> <b>AoS 3: Greek, Palestinian,</b></p>	<p><b>AoS 1: Solo/Ensemble, Compositions 1&amp;2</b> <b>AoS 2: Romantic Concerto</b></p>	<p><b>AoS: 2, 3, 4 &amp; 5: Preparation and Revision for the Listening Paper</b> All content</p>

	<p>Composition Range and characteristic timbre Techniques required to play it &amp; techniques that are specific to it Use in different genres Ensembles it might be used in Influence by context and culture AoS 5: Rock 'n' Roll 1950's/60's Typical Instruments, Artists/Bands, Repertoire Features e.g. Guitar riffs, 4/4 time signature, Vocal melody &amp; accompaniment, chords I, IV and V</p>	<p>AoS 5: Rock Anthems 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), Strong guitar riffs/ostinatos, Power Chords, Powerful Lyrics AoS 5: Pop Ballads Typical Instruments, Artists/Bands, Repertoire Features 1970s/80s/90s: Song Structure, Slow to moderate tempo, Romantic</p>	<p>Composition AoS 2: Baroque Concerto Grosso &amp; 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 &amp; development of the orchestra through time Role of the soloist(s) Relationship between the 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</p>	<p><b>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 performers and groups Typical instruments</p>	<p>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 groups names the changing nature of song structure the historical and social context of the named genres of popular music the growth of the popular music industry</p>	<p>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: 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 perform film and video soundtracks, including the use of technology Composers of music for film and/or video games.</p>	<p><b>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</p>	<p>What a concerto is and the way it has developed through time Solo instruments in concerto and how they have developed through time Growth &amp; 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 The commissioner and audience over time</p>	<p>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>
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		lyrics; expressive	and developed The changing nature of commissioner and audience over time						
<b>French</b> <i>Skills: Listening; Speaking; Reading; Writing</i>	Friends and family Your and other's identity Family How you get on with others What people look like and their personality The importance of friendship What makes a good friend Role models	Free time, festivals and celebrations Communicating online uses and dis/advantages of the internet sports TV Film Weekend plans Festivals in France Birthdays and Christmas	Where you live Describing your town Describing your region Directions Going shopping Your ideal home	Environment Francophone countries Environmental problems Environmental solutions Using new technologies	Healthy living Illness and injury Mental health Food Healthy lifestyle Bad habits	Holidays Usual holidays Past holidays Holiday accommodation  Ideal holiday	School life School life and daily routine in Francophone countries Favourite subjects School rules & uniform What school used to be like	Jobs and future plans Jobs and qualities Advantages and disadvantages ambitions	Revision Consolidation of unit 1-12 knowledge.
<b>German</b> <i>Skills: Listening; Speaking; Reading; Writing</i>	School The British vs German school system Timetable School uniform School rules Special events at school School life	Free time Music Free time What you do online Pros and cons of life online Inviting people out Films TV shows	Friends, family and celebrations Festivals in the German world Describing family Describing relationships Describing a family celebration Discussing a party	Healthy living Food and drink Accidents and illnesses Wellbeing What is important to you	Where you live Where you live Describing your house Ideal place to live Transport in your local area Shopping asking for info in station, tourist office,	Holidays Holiday destinations Reservations and problems Past holidays Future and ideal holidays	Environment Environmental issues Solutions International responsibilities	Jobs and future plans Plans after exams Dream job Your strengths and skills Gap years Hopes for the future	Revision Consolidation of unit 1-8 knowledge

					shops				
<b>Spanish</b> <i>Skills: Listening;  Speaking;  Reading;  Writing</i>	Free time Spanish speaking sports stars What you do online Sports Free time Arranging to go out What you did at the weekend Days that went wrong	Holidays Describing Andalusia Travel plans Accommodation Holidays in different tenses Festivals in Spanish speaking world	Friends and family Different kinds of families Describing people Who you admire Friendships and relationships Your identity and what's important to you Problems and giving advice	Healthy living Foods in Spanish speaking countries Healthy daily routines Mealtimes and food trends Illness and injury Future plans for health and well-being	School Schools in Spain Typical school day Your studies How you would change your school Students and teachers A school trip in the past	Where you live Describing cities and how they've changed Shopping Where you live Your area	Environment Helping your community Climate change Actions and solutions	Jobs and future plans Plans for the future Getting a job Importance of learning Changes in the world of work Impact of AI	Revision Consolidation of unit 1-8 knowledge
<b>Art, Craft and Design</b> <i>Skills:  Investigate;  Analyse;  Develop;  Refine; Record;  Respond</i>	<b>Introductory Workshops</b> Formal Elements of Art, Introduce the Principles of Art, Composition.	<b>3D Project</b> Materials, scale, structure and the importance of planning an outcome.	<b>Micro Project</b> How to evidence the assessment objectives so that they can independently structure their investigations (for component 1 & 2).	<b>Component 1 (60% including micro project)</b> Artist Analyses, Common Narratives, Pastiches, developing final pieces.	<b>Component 2 (40%)</b> Artist Analyses, Common Narratives, Pastiches, developing final pieces.				