

GCSE Arts Curriculum Map

Subject/Term	← Year 10 and 11 Knowledge →						
Drama <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>	Theatre Making Story structure Theme Symbolism & marking the moment Props, set, lighting & sound Audience impact	‘Blood Brothers’ Themes Plot, structure & techniques Character development Design skills Acting skills Directing Description and analysis	Mock Component 3 Acting skills Artistic intentions	Devising Drama Devising skills & techniques Group skills Performance skills Responding, developing & performing Description, analysis & evaluation	Exploring Text Style & genre Characteristics of text Character development Artistic interpretation Acting skills	Texts in Practice Acting skills Artistic interpretation	Preparation for the written exam 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
English <i>Skills: Structure and coherence; Spelling, punctuation and grammar; Applying context; Using evidence; Analysing technique; Awareness of impact; Listening, discussing and presenting</i>	GCSE Language Paper 1 Exploration in Creative Fiction Comprehension, language, structure and purpose analysis, evaluation, writing to describe/creating a narrative.	19th Century Text – A Christmas Carol by Charles Dickens Characters, plot, themes, structure, context and writer's methods.	Shakespeare – Romeo and Juliet Characters, plot, themes, structure, context, stagecraft and writer's methods.	GCSE Language Paper 2 Viewpoints and perspectives Comprehension, language, structure and purpose analysis, evaluation, writing a point of view.	Modern Text - An Inspector Calls by J.B Priestley Comprehension, characters, plot, themes, structure, context, stagecraft and writer's methods.	Poetry – Power and Conflict Anthology Poetic devices, themes, structure, context, form and poet's intention.	Revision Literature and Language (all units) Characters, plot, themes, language, structure, context, writer's methods and intentions.
History <i>Skills: Construct</i>	British History (The People’s Health and The Norman Conquest) 40%		History around us (Kenilworth Castle) 20% Kenilworth Castle:			World History (Making of America and Nazi Germany) 40%	

<i>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.</i>	Medieval Public Health Early modern Public Health Industrial Public Health Modern Public Health England pre 1066 Conquest Resistance Castles Control			location, appearance & layout, function, life in the castle over different periods, key events associated with Kenilworth Castle		Expansion and tension Westward expansion Settlement Colonisation Hitler's rise to power Control Changing Lives WW2 Occupation		
RE <i>Skills: Knowledge and understanding; Explanation; Use of Sources of Authority; Analysis and Interpretation; Evaluation; Written Communication</i>	Christianity: Beliefs and Teachings The nature of God Creation Life after death The Role of Christ in Salvation	Christianity: Practices Worship Sacraments Pilgrimage and celebrations The role of the church	Buddhism: Beliefs and Teachings The Dhamma Dependent arising The Three Marks of Existence Human personality Human destiny The life of the Buddha The Four Noble Truths	Buddhism: Practices Worship and meditation (temple, home, mindfulness). Festivals. Buddhist ethics and moral living (e.g. compassion, five moral precepts).	Theme A: Relationships and Families Sex, Marriage and Divorce Families Gender Equality	Theme B: Religion and Life The Origins and Value of The Universe Including the natural world and animals The Origins and Value of Human Life Including Abortion, Euthanasia and the afterlife	Theme D: Religion Peace and Conflict Religion and: Violence Terrorism War Religion and Belief in 21st Century Conflict	Theme E: Religion, Crime and Punishment Religion, Crime and the Causes of Crime Religion and Punishment Including the aims and types of punishment, the treatment of criminals and forgiveness
Citizenship <i>Skills: Critical Thinking; Comprehension Application</i>	3.2 Life in Modern Britain What British society is like (identity, diversity and community). Key British values (like democracy, rule of law, individual liberty). How people's backgrounds, beliefs and experiences shape life in the UK. The role of the media and how it influences society.		3.3 Rights and Responsibilities The nature and purpose of laws in society — why we have them and how they're made. The difference between rights and responsibilities. The legal system (how laws are enforced, courts, justice). Human rights in the UK and internationally.		3.4 Politics & Participation What democracy means and how it works in the UK. The key parts of government: local, national and devolved. Voting, elections and referendums — how decisions are made. Political parties and pressure groups. How people can influence politics (e.g.,		3.5 Active Citizenship Understand examples of citizenship actions (real-life case studies). Plan, carry out and evaluate your own citizenship investigation and action. This could include research, campaigning, volunteering or raising awareness. Reflect on the impact and	

	The UK's role in the world. How society changes over time.		Groups that protect rights (e.g., trade unions). Youth justice and how young people are treated in law.		campaigning, petitions). Constitutions and how rules about power are organised.		effectiveness of your action.		
Music <i>Skills:</i> <i>Performance;</i> <i>Composition;</i> <i>Listening &</i> <i>Appraising</i>	AoS 5: The Conventions of Pop AoS 1 : My Music AoS 1: Solo & Ensemble & Composition 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 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 & accompaniment, chords I, IV and V	AoS 5: The Conventions of Pop AoS 1 : My Music AoS 1: Solo & Ensemble & Composition 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 2: The Concerto Through Time AoS 1 : My Music AoS 1: Solo & Ensemble & Composition AoS 2: Baroque Concerto 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 soloist(s) and the orchestral accompaniment Characteristics of Baroque music as	AoS 3: Rhythms of the World AoS 1 : My Music AoS 1: Composition 1 and Solo Performance AoS 3: African Drumming, Samba, Calypso, Indian Classical & Bhangra 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	AoS 1: Solo/Ensemble, Compositions 1&2 AoS 4: Film Music: 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: Solo Artists 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	AoS 1: Solo/Ensemble, Compositions 1&2 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 AoS 4: Film Music: Computer Gaming Music: 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.	AoS 1: Solo/Ensemble, Compositions 1&2 AoS 3: Greek, Palestinian, Israeli 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	AoS 1: Solo/Ensemble, Compositions 1&2 AoS 2: Romantic Concerto 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	AoS: 2, 3, 4 & 5: Preparation and Revision for the Listening Paper 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.

		AoS 5: Pop Ballads Typical Instruments, Artists/Bands, Repertoire Features 1970s/80s/90s: Song Structure, Slow to moderate tempo, Romantic lyrics; expressive	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						The commissioner and audience over time	
French <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.	

German <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 Describe your house Ideal place to live and transport in your local area Shopping asking for info in station, tourist office, shops	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
Spanish <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 Andalucia 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 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
Art, Craft and Design <i>Skills: Investigate; Analyse; Develop; Refine; Record; Respond</i>	Introductory Workshops Students develop an understanding of how to evidence the assessment objectives so that they can independently structure their main and fully realised investigations (for their main component 1 project & component 2, the EST).			Component 1 (60% including micro project) Artist Analysis, Common Narratives, Pastiche, developing final pieces.			Component 2 (40%) Artist Analysis, Common Narratives, Pastiche, developing final pieces.		