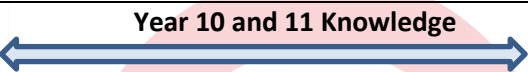


GCSE Arts Curriculum Map

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 relevant,</i>	International Relations 1918 – 2001 (Period study) and USA 1919 – 48 (Non-British Depth study - 50%) Conflict & Co-operation 1918 - 1939		The English Reformation c.1520 – c.1550 (British Depth Study) & Castles: Form and Function c.1000 – 1750 (Historical environment - 26%)		Power: Monarchy to Democracy in Britain c1000 to 2014 (British thematic study - 24%) c.1000–c.1485		

<p><i>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></p>	<p>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>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& layout, function, life in the caste over different periods, key events associated with Kenilworth Castle</p>			<p>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>RE <i>Skills: Knowledge; Comprehension; Application</i></p>	<p>Islam – Religion and Ethics – Y10 Muslim Beliefs Islam Marriage and Family</p>		<p>Islam – Religion and Ethics – Y10 Living the Muslim Life Matters of life & death Islam</p>		<p>Christianity – Peace and Conflict – Y11 Christianity Christian Beliefs Crime and Punishment</p>		<p>Christianity – Peace and Conflict – Y11 Christianity Peace and Conflict Living the Christian life</p>		
<p>Citizenship <i>Skills: Knowledge; Comprehension; Application</i></p>	<p>C1 – Law and Legal System – Y10/11 Rights and Responsibilities Legal System The Law</p>		<p>C2 – Democracy and Government – Y10 Parliament and Government Media and Participation Constitution and Economics</p>		<p>C3 – UK & Wider World – Y11 International Partnerships Community Cohesion Multi-Culturalism</p>		<p>Citizenship <i>Skills: Knowledge; Comprehension; Application</i></p>		
<p>Music <i>Skills: Performance; Composition; Listening & Appraising</i></p>	<p>AoS 5: The Conventions of Pop AoS 1 : My Music AoS 1: Solo & Ensemble & Composition Range and characteristic timbre</p>	<p>AoS 5: The Conventions of Pop AoS 1 : My Music AoS 1: Solo & Ensemble & Composition AoS 5: Rock Anthems Typical</p>	<p>AoS 2: The Concerto Through Time AoS 1 : My Music AoS 1: Solo & Ensemble & Composition AoS 2: Baroque Concerto Grosso</p>	<p>AoS 3: Rhythms of the World AoS 1 : My Music AoS 1: Composition 1 and Solo Performance AoS 3: African Drumming, Samba, Calypso,</p>	<p>AoS 1: Solo/Ensemble, Compositions 1&2 AoS 4: Film Music: music that has been composed specifically for a film</p>	<p>AoS 1: Solo/Ensemble, Compositions 1&2 Range and characteristic timbre Techniques required to play it & techniques</p>	<p>AoS 1: Solo/Ensemble, Compositions 1&2 AoS 3: Greek, Palestinian, Israeli Characteristic rhythms and metres</p>	<p>AoS 1: Solo/Ensemble, Compositions 1&2 AoS 2: Romantic Concerto What a concerto is and the way it has developed</p>	<p>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.</p>

	<p>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</p>	<p>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 lyrics; expressive</p>	<p>& 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 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</p>	<p>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</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 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</p>	<p>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.</p>	<p>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>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 The commissioner and audience over time</p>	<p>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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				commissioner and audience over time						
French, German or Spanish <i>Skills: Listening; Speaking; Reading; Writing</i>	Me, my family and friends family how you get on with others what people look like and their personality your ideal partner future relationships	Technology in everyday life communicating online uses and pros/cons of social media why/why not you use social media uses and dis/advantages of mobile technology	Free time activities Film music TV free time activities food eating out world food sport	Customs and festivals France and customs different traditions celebrations Francophone festivals	Home, town, neighbourhood and region what a town is like what there is to see and do describe the pros and cons of where you live your ideal house	Social issues Charities volunteering healthy living	Global issues Environmental problems and solutions inequality poverty	Travel and tourism Holiday destinations holiday preferences holiday activities visiting places in France	My studies; life at school and college School facilities school subjects a day in school school life in France vs UK school rules uniform ideal school	Education post-16; jobs, career choices and ambitions Future studies and options job preferences part-time work work experience dis/advantages of jobs university and apprenticeships
Art, Craft and Design <i>Skills: Investigate; Analyse; Develop; Refine; Record; Respond</i>	Introductory Workshops Formal Elements of Art, Introduce the Principals of Art, Composition.		3D Project Materials, scale, structure and the importance of planning an outcome.		Micro Project How to evidence the assessment objectives so that they can independently structure their investigations (for component 1 & 2).		Component 1 (60% including micro project) Artist Analyses, Common Narratives, Pastiche, developing final pieces.		Component 2 (40%) Artist Analyses, Common Narratives, Pastiche, developing final pieces.	