

Subject Curriculum Map: DRAMA Year 10 - 2024-25

Exam Board & Assessment Method: AQA

Curriculum Intent: The Year10 Drama course intends to introduce the units of the GCSE course and build the necessary knowledge and skills to complete the units confidently and competently. The students will build on their essential drama skills introduced in year 9 and explore a wider range of traditional and contemporary theatre styles/practitioners in order to create their own devised theatre work for 'Component 2: Devising Drama'. They will also build on written analysis and evaluation skills introduced to in year 9 in order to be able to write a full exploration and evaluation of their own work in the 'Devising Log' element of Component 2. Component 2 will be the main focus of this year and will be fully completed by the end of year 10. Students will also explore script work further, building on script analysis, rehearsal and performance skills. Students will explore different texts in order to prepare for 'Component 3: Texts in Practice' completed in year 11. During this year, students will also develop their knowledge and understanding of the 'roles and responsibilities' within theatre, whilst also exploring performance and production elements within theatre, and analysing, evaluating and creatively exploring how these elements enhance audience experience. All of this is essential for 'Component 1: Understanding Drama', the final written examination taken in the summer of year 11.

A01: Create and develop ideas to communicate meaning for theatrical performance.

A02: Apply theatrical skills to realise artistic intentions in live performance.

A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

A04: Analyse and evaluate their own work and the work of others.

Curriculum Implementation: Students have 5 lessons over a fortnight each half term will explore a different aspect of the GCSE course and develop the knowledge and skills required to fulfil all the GCSE components. There will be a mixture of both practical and written assessments to meet the GCSE requirements. Much of the practical work will be video-recorded to track progress and allow for peer and self-assessment. Teachers use a range of different strategies in lessons to encourage students to develop independence, resilience and essential social/personal development including: group work, independent work, modelling practical and written examples, timed written assessments. Students will continue to experience as much live theatre as possible to develop knowledge and understanding, but also to provide cultural enrichment opportunities. Regular homework will support independent revision essential for GCSE study and develop an essential positive work ethic, whilst also improving written and performance skills.

Curriculum Impact: By the end of year 10, all students will have contributed to a non-scripted/devised theatre performance and developed their own role through research, exploration and rehearsal. All students will have developed their knowledge and understanding of how to create theatre for a live audience and performed their own work to an audience. They should all have a clear understanding of how to analyse and evaluate their own performance and the work of others using appropriate terminology. Students should have further developed essential script analysis and interpretation skills, and be able to learn-lines. Students will also have improved their personal confidence and vital social/personal skills such as teamwork, diplomacy, discipline, conflict-resolution etc. We hope to inspire students' creativity and develop their self-belief, whilst also cultivating a positive, resilient and reflective approach to both their academic and personal lives.

Year 10	Autumn 1 –	Autumn 2 – Spring 1 – Spring 2 –	Summer 1 –	Summer 2 –
Themes, Concepts & Ideas	Re-visit and build further performance skills and explore more in-depth devising theatre skills. Team work and collaboration. Response to different stimuli as baseline task	Using skills and exploration from HT1, develop devised piece for live performance using given stimulus Dreams Group work and collaboration. Exploring, analysing & evaluating own work and work of others through on-going written log, regular peer and self-reflection and assessment. Understanding the mark scheme for COMP2. Further Kn & U of AO1, AO2, AO4. Continue to develop subject terminology. Building on Kn & U of modern and historical theatre practitioners and their methods.	Continue rehearsals from Component 2 exam. Performing to a live audience 1 week before exam Exam to take place last week of term before May half term.	Final submission of all 3 sections of Devising log

Knowledge and understanding	Knowledge of AO1, AO2, AO3 & AO4 (see objectives above) Developing key subject terminology Further development of Kn & U of Brecht, Stanislavski & contemporary theatre companies (Frantic Assembly / Knee High) and their methods. Kn & U of performance & production elements. Develop skills of theatre & performance evaluation & analysis – their own and work of others.	Building on Kn & U of theatre and devising skills, techniques and rehearsal strategies. Devising & creating skills – interpretation/ using research / character development / vocal skills / physical skills / ensemble work etc. Structuring & developing performance. Performance skills – confidence / projection / vocal & physical skills / Use of space etc. Group work skills. Explaining own creative ideas and choices. Analysing and evaluating development, rehearsal and final performance in relation to aims and audience response. Explaining own creative ideas and choices. Analysing and evaluating development, rehearsal and final performance in relation to aims and audience response, verbally and in written log. Interpreting a script. Using appropriate terminology. Non-naturalistic performance skills.	<i>(same as prior terms)</i>	Kn & U of Theatre in Education and what it involves. Kn & U of style of performance and example TIE groups/performances. Kn & U of different roles within theatre and their specific areas of responsibility. Incorporating devising skills from AUT1 & 2 project (COMP2), students to devise own performance of specific story with
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		Applying specific non-naturalistic theatrical style to performance.		education purpose.
Subject specific skills	Devising & creating. Responding to a stimulus. Critical analysis and evaluation. Understanding and appreciating the influence of historical and social context. Drama & theatre history. Research skills. Teamwork and personal skills.	Individual character development & ensemble/relationship development. Performance skills – confidence / projection / vocal & physical skills / Use of space etc. Group work skills/ group rehearsals. Independent line learning. Relationships, moral codes, inter-personal skills through group work. Personal confidence and developing a positive view of themselves and the world via stimulus choice. Developing empathy & sympathy through character exploration. Relationships, moral codes, inter-personal skills through group work. Personal confidence and appreciation through reflection of own work. Social and cultural exploration through topics, issues and historical contexts of texts. Appreciation of cultural heritage and theatre history. Confidence & presentation skills.	Devising & creating skills – interpretation/ using specific stimulus & research. Individual character development / vocal skills / physical skills / ensemble work etc. Structuring & developing performance with educational purpose. Performance skills – confidence / projection / vocal & physical skills / Use of space etc. Group work skills. Direction, production and stage management skills.	Performance skills – confidence / projection / vocal & physical skills / Use of space etc. Group work skills. Direction, production and stage management skills.
1.SMSC	Relationships, moral codes, inter-personal skills through group work.	Group work and interpersonal skills. Self-discipline and independence. Resilience & persistence. Overcoming challenges. Literacy development through written work.	Relationships, moral codes, inter-personal skills through group work.	Relationships, moral codes, inter-personal skills through group work.

	Personal confidence and developing a positive view of themselves and the world via stimulus choice. Developing empathy & sympathy through character exploration.	Time management & delegation. Reflection. Reflection & self-awareness. Literacy skills. Confidence & presentation skills. Group work and interpersonal skills. Self-discipline and independence. Resilience & persistence. Overcoming challenges. Time management & delegation. Reflection. Empathy and sympathy. Current affairs – responding to topical issues on body image. Mutual Respect & Tolerance – Working together very closely. Sharing opinions respectfully and overcoming differences in opinions. Also, rehearse, refine and perform in a group. Democracy – group decisions made on majority rule – conflict resolution. Diversity – through issues raised around stimulus choice.	Personal confidence and developing a positive approach and using stimulus to share moral codes. Developing empathy & sympathy through educational performance. Exploring moral, social and cultural issues through TIE performance.	Personal confidence and presentation skills through final performance to middle school. Developing empathy & sympathy through educational performance. Exploring moral, social and cultural issues through TIE performance.
2.Skills For life	Confidence. Group work. Self-discipline and independence. Sharing opinions respectfully. Literacy development.	Independence: Completion of own 'devising log' reflecting on own work. working independently to develop character and learn script. Mutual Respect & Tolerance – through evaluative discussions with classmates & reflecting on processes and how issues were resolved.	Continue to build personal confidence and self-esteem through performance, but also through teaching others. Group work.	Continue to build personal confidence and self-esteem through performance, but also

	Resilience through constructive criticism (giving and receiving). Literacy development through written work.	Individual Liberty / Laws /Democracy: Explored through the cultural, social and political issues explored in the texts studied. Leadership roles – directorial roles/key research roles given to those most able. Higher level thinking encouraged through high-order questioning during class discussions. Independent research completed – specific character research & examples provided to explore. Set specific video examples to watch (alternative companies or A Level groups, if appropriate). Band 4 mark scheme continually discussed and revisited. Additional research completed around specific social, cultural & historical aspects of texts explored. Directorial roles / rotation of roles within groups. Students assigned character roles that offer more challenge to their performance skills.	Self-discipline and independence. Resilience and determination through constructive criticism (giving and receiving). Self-awareness and reflection through continual peer, self and teacher assessment during process. Overcoming challenges and conflict resolution. Delegation, time-management and meeting deadlines. Responsibility to educate and spread positive messages to those younger and more inexperienced.	through teaching others. Group work. Self-discipline and independence. Resilience and determination through constructive criticism (giving and receiving). Self-awareness and reflection through continual peer, self and teacher assessment during process. Overcoming challenges and conflict resolution.
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				Delegation, time-management and meeting deadlines. Responsibility to educate and spread positive messages to those younger and more inexperienced.
3.FBV	Mutual Respect & Tolerance – Working together very closely. Sharing opinions respectfully. Democracy – group decisions made on majority rule. Diversity – through issues raised and explored in set text (N&C).		Mutual Respect & Tolerance – through working together to rehearse, refine and perform in a group. Independence: working independently to develop character and learn script. Current affairs and diversity: Explored through the cultural, social and political issues explored in the choice of issues explored.	Mutual Respect & Tolerance – through working together to rehearse, refine and perform in a group. Independence : working independently to develop character and learn script.

				Current affairs and diversity: Explored through the cultural, social and political issues explored in the choice of issues explored.
Stretch & challenge	Leadership roles – directorial roles given to those most able. Higher level thinking encouraged through high-order questioning during class discussions.		Example band 4 performances provided for students to use as examples. Challenge to make original and more creative theatrical choices. Additional research completed around TIE and the role of theatre in community. Assigned leadership roles to offer specific areas of challenge. Students assigned character roles that	Example band 4 performances provided for students to use as examples. Challenge to make original and more creative theatrical choices. Additional research completed around TIE and the role of

			offer more challenge to their performance skills.	theatre in community. Assigned leadership roles to offer specific areas of challenge. Students assigned character roles that offer more challenge to their performance skills.
Key assessment focus, suggested assessments	Assessment focus: Rehearsal & development – AO1, AO2, AO3. – AO3, AO4. Interim assessment of key devising & performance skills using COMP2 criteria for performance.	Assessment focus: Performance skills – AO1, AO2, AO4. Final live performance to audience. Written assessment via ‘devising log’ – AO1, AO2, AO4. Performance to invited audience Weekly rehearsals for school show. Weekly additional rehearsals to be completed.	Assessment focus: Interim assessment of key devising & performance skills using COMP2 criteria for performance. Mock exam with feedback Final practical exam	Assessment focus: Final assessment of key devising & performance skills using COMP2 criteria for performance.

	Exploration write up of how they have used a practitioner in their work, how they've used a stimulus and the success of these	Additional weekly homework – keeping on-going diary for 'devising log' of COMP2. Draft for section 1 (Coursework) set over Christmas holiday with written feedback Work in progress of the first 10 mins of their devised performance, with written feedback		All coursework amended based form feedback handed in marked ready for submission
Special events		Work in progress for 2 nd 10 mins of devised piece with feedback ready for section 2 of coursework	Friends and family show – Mock	
Visits/extra-curricular	Drama Society	Section 2 draft (Coursework) set over Easter holidays, marked with feedback	Drama Society	
Homework/Independent Learning	Weekly homework that will bridge into the following lesson		Independent research and development homework for TIE e.g. research TIE company and present back to class. Story choices and links to key messages/educational themes. Character and plot development / line learning etc. Additional rehearsals each week.	