

# KEY STAGE FOUR CURRICULUM MAP

# YEAR 10

## SUBJECT: DRAMA

<b>YEAR 10</b>	<b>Curriculum Related Expectations</b>	<b>KNOWING WHAT (Information, facts &amp; content)</b>			<b>KNOWING HOW (Methods and processes)</b>		
		<p><b>Component 1. Understanding drama</b>  <b>Written examination demonstrating knowledge and understanding of theatre and texts.</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre.</li> <li>• Study of one set play</li> <li>• Analysis and evaluation of the work of live theatre makers</li> </ul> <p><b>Component 2. Devising drama (practical)</b>  <b>Group devised piece based on a stimulus pack.</b></p> <ul style="list-style-type: none"> <li>• Process of creating devised drama</li> <li>• Performance of devised drama (students may contribute as performer or designer)</li> <li>• Analysis and evaluation of own work</li> </ul> <p><b>Component 3. Texts in practice (practical)</b>  <b>Two performances of a text to an examiner.</b></p> <ul style="list-style-type: none"> <li>• Understanding of character and relationship between other characters in the scene/script</li> <li>• Learn lines.</li> <li>• Develop confidence in performance ability</li> </ul>			<p><b>Component 1. Understanding drama</b>  <b>Written examination demonstrating knowledge and understanding of theatre and texts.</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of how to write about key drama terms and techniques linking to live theatre and a set text.</li> <li>• Analyse a play text, the production elements, technical elements and show an understanding of character and meaning.</li> <li>• Develop an understanding of staging and key theatre terms.</li> <li>• Take part in being an audience member for a live theatre production, analyse the theatre production and drama techniques used.</li> </ul> <p><b>Component 2. Devising drama (practical)</b>  <b>Group devised piece based on the stimulus ‘extremism’.</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from a stimulus pack.</li> <li>• Work within a group to collaboratively create a piece of drama.</li> <li>• Develop and hone drama techniques for performance.</li> <li>• Perform to an audience.</li> <li>• Write detailed logs that demonstrate the process and reflection of the final performance.</li> </ul> <p><b>Component 3. Texts in practice (practical)</b>  <b>Two performances of a text to an examiner.</b></p> <ul style="list-style-type: none"> <li>• Perform to an invited examiner and audience.</li> <li>• Take part in rehearsals to develop characterisation and an understanding of the performance text.</li> <li>• Develop confidence through workshops and exploration of performance skills</li> </ul>		
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Course introduction	Component 2 and Component 1	Component 2 and Component 1	Component 2 and Component 1	Component 2 and Component 1	Component 1 and Component 3	

**KNOWLEDGE**  
focus

Introduction to GCSE  
Drama and expectations.

Workshops based on  
practitioners and  
characterisation.

Component 1

Class reading of the set  
text

Component 2

Project based on the  
devised examination to  
allow students the  
opportunity to perform  
at Open Evening.

Component 2

Introduction to devising  
element. Stimulus  
provided, response to  
material and  
independent research  
explored. Ideas and main  
plot decided. Creation of  
skeleton plot. Initial  
scenes scripted.  
Rehearsal.

Component 1

Introduction to set text  
questions for written  
examination

Component 2

Development and  
collaboration. Rehearse  
and refine through  
explorative techniques  
including character  
profiles, hot seating, role,  
and story development.

Component 1

Continuing analysis of  
set text for through  
teacher questioning and  
research into context.

Component 1

Continuing analysis of set  
text through practical  
and written tasks.

Component 2

Perform for peer  
evaluation, review, and  
adjust.

Component 1

Section A and B of  
written exam prep

Component 2

Prepare for final  
performance. Rehearse  
and perform for others –  
feedback. Perform.  
Filmed.

Component 2

Written devising logs  
completed to support  
devised performance.

Component 1

written exam prep  
through mock  
questioning

Component 1

Complete a mock on  
Section A and B based on  
the set text.

Component 3

Explore different scripts  
for performance. Develop  
characterisation relevant  
for different roles and  
plays. Rehearse and  
perform scripts.

**METHODS**  
focus

Research into section A knowledge and explore multiple choice questions.

Understanding of expectations within department.  
Awareness of theatre practitioners and conventions. Listening, understanding, collaboration with peers and staff, awareness of the marking scheme, responding to feedback.

Ability to read script and annotate set text to develop and show understanding of context, character, and production elements.

Develop and use acting skills with workshops, rehearsal, and performance. Develop confidence as a performer and a team member. Team building, responding to others and listening to feedback with maturity, learning lines, rehearsal, use of voice, evaluating own and others work.

Independent research based on stimuli given, group work to develop ideas, collaboration with peers, use of imagination and creativity to develop an interesting piece of drama for an audience, use of body and voice to demonstrate characterisation, use of space within rehearsal and performance to show character relationship and audience awareness, script work, blocking, learning lines, choreography, evaluation, and review of own and peers' work. Awareness of theatrical conventions, types of stage.

Ability to read script and annotate set text to develop and show understanding of context, character, and production elements.

Use of theatrical conventions and style to develop devising skills and level of piece. Listening to peers, use of performance skills including but not limited to body language, movement, mime, use of voice, pace, stereo typing, awareness of roles, characterisation. Teamwork skills showing collaboration and leadership and confidence. Confidently use evaluation skills to reflect on own work and the work of peers.

Set text– complete reading and context research. Exploration and practical tasks on a variety of scenes, explore and discuss essay questions on selected characters and scenes.

Set text- continue to develop exam paper structure through exploring examination questions through timed tasks.

Develop awareness of examination question's structure and requirements through practical exploration of scenes and style.

Devising logs- understanding and demonstrating ability to reflect in the written form. Review of practical work created, process, staging and collaboration.

Set text- examination techniques for working under timed conditions. Practice exam questions.

Examination techniques for Component 1 examinations and the demands of the exam.

Exploration of characters for Component 3 and working with a script.

	<b>Planned ASSESSMENT opportunities</b>	Group performance Section A questions	Development of skills and processes	Development of skills and processes	Component 2 devised performance	Component 2 written logs- all completed.	Practice Exam
	<b>Independent study</b>	Rehearsals Practice section A question Performance opportunity at Open Evening	Notes for devising, writing, or amending scenes. Group rehearsal Research into set text Theatre review trip (if possible)	Notes for devising, writing, or amending scenes. Group rehearsal Research and reading into set text Theatre review trip (if possible)	Theatre review trip (if possible) Research and reading into set text	Learning scripts Revision for component 1 mock exam	Revision Begin to explore/discuss Component 3 scripts