

KEY STAGE FOUR CURRICULUM MAP 2025-26

YEAR 11

SUBJECT: DRAMA

YEAR 11	Curriculum Related Expectations	KNOWING WHAT (Information, facts & content)			KNOWING HOW (Methods and processes)		
		<p>Component 1. Understanding drama Written examination demonstrating knowledge and understanding of theatre and texts.</p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of one set play • Analysis and evaluation of the work of live theatre makers <p>Component 2. Devising drama (practical) Group devised piece based on a stimuli pack</p> <ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama (students may contribute as performer or designer) • Analysis and evaluation of own work <p>Component 3. Texts in practice (practical) Two performances of a text to an examiner.</p> <ul style="list-style-type: none"> • Understanding of character and relationship between other characters in the scene/script • Learn lines • Develop confidence in performance ability 			<p>Component 1. Understanding drama Written examination demonstrating knowledge and understanding of theatre and texts.</p> <ul style="list-style-type: none"> • Develop an understanding of how to write about key drama terms and techniques linking to live theatre and a set text • Analyse a play text, the production elements, technical elements and show an understanding of character and meaning • Develop an understanding of staging and key theatre terms • Take part in being an audience member for a live theatre production, analyse the theatre production and drama techniques used <p>Component 2. Devising drama (practical) Group devised piece based on the stimulus 'extremism'</p> <ul style="list-style-type: none"> • Develop ideas from a stimuli pack • Work within a group to collaboratively create a piece of drama • Develop and hone drama techniques for performance • Perform to an audience • Write detailed logs that demonstrate the process and reflection of the final performance <p>Component 3. Texts in practice (practical) Two performances of a text to an examiner.</p> <ul style="list-style-type: none"> • Perform to an invited examiner and audience • Take part in rehearsals to develop characterisation and an understanding of the performance text • Develop confidence through workshops and exploration of performance skills 		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Component 1 and Component 3	Component 3 and Component 1 exam prep	Component 3 and Component 1 exam prep	Component 1 exam prep	Component 1 exam	Leave	

KNOWLEDGE
focus

Component 1
complete reading and context research. Exploration and practical tasks on a variety of scenes, explore and discuss essay questions on selected characters and scenes. Continue to build on knowledge from Year 10 for examination question's structure and requirements. Review of Live performance.

Component 3
Begin to stage and rehearse both extracts developing an understanding of the character/pieces.

Component 3
Scripted extracts. Explore and complete personal research and character preparation on text and both extracts. Rehearsal.

Component 1
Review of Live performance for exam. Watch production, discuss, and evaluate/analyse specific sections, actors/set/lighting/sound . Prepare for a full practise paper, focusing on timing and order of the exam.

Component 3
Continue preparation for Comp 3. Develop and rehearse and refine both extracts. Character profiles, hot seating, role development and responsibility organised. Perform for peer evaluation.

Component 1
Continue to explore all aspects of the written exam with a focus on structure and striving for top grades using scaffolding and extra revision techniques.

Component 3
Prepare Tech and Dress. Final performance for examiner. Filmed.

Component 1
Prepare for Component 1 examination section A, B &C essay questions, past papers, and examination preparation. Review of Live performance.

Component 1
Past papers and examination preparation. Review of Live performance.

<p>METHODS focus</p>	<p>Development and application of skills for dramatic reading, responding, awareness of context, historical background, awareness of characters and movement. Character exploration, text analysis and interpretation group work, oral evaluation. collaboration, imagination, awareness of atmosphere, listening and responding, evaluation.</p> <p>Understanding staging of a script, research into characters, learn lines.</p>	<p>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. Develop awareness of examination question’s structure and requirements.</p> <p>Component 3 preparation- Interpretation of script, blocking in, group work, communication with audience, preparation, use of movement, collaboration, acting skills, awareness of audience, review and evaluation, production elements. Awareness of theatrical conventions, types of stage. Understanding of review requirements</p>	<p>Set text and theatre review- continue to develop exam paper structure through exploring examination questions through timed tasks.</p> <p>Interpretation of script, blocking in, listening, responding, group work, negotiation, body and voice skills, communication, research, sustaining a role, staging, blocking, collaboration, imagination, creativity, narrative, spatial awareness, pace, plot, characterisation, evaluation.</p>	<p>Theatre review- Understanding of review requirements, set design requirements, blocking in, dramatic reading, use of stage directions. confidence, collaboration, discussion, writing, review. Info retrieval to develop skills for examination.</p> <p>Set text- examination techniques for working under timed conditions. Practice exam questions</p>	<p>Listening, responding, understanding of expectations, discussion, persuasive action, presentation of material, awareness of conventions. Exploration and written skills to evaluate body and voice skills, characterisation, spatial awareness, pace, plot, evaluation/analysis of live theatre, awareness of stage, roles and styles.</p>	
<p>Planned ASSESSMENT opportunities</p>	<p>Practice papers</p> <p>Component 3 peer feedback performance</p>	<p>Component 3- mock performance using criteria.</p> <p>Practice papers</p>	<p>Group performance to peers/examiner</p> <p>Practice papers</p>	<p>Practice papers for component 1</p>	<p>Component 1 examination</p>	
<p>Independent study</p>	<p>Practice questions</p> <p>Rehearsals</p> <p>Research into set text</p> <p>Possible theatre trip</p>	<p>Rehearsals</p> <p>Research into set text</p> <p>Possible theatre trip</p>	<p>Rehearsals</p> <p>Research and reading into set text.</p> <p>Possible theatre trip</p>	<p>Research and reading into set text and theatre review</p>	<p>Practice papers on examination</p>	