



Curriculum Plan *Drama*



Year 10	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Devising, Theatre Text and Theatre Live DEVISING THEATRE TEXT THEATRE LIVE				Enrichment: What is offered through the year to support learning in the classroom? Theatre Trips		Review and evaluation: Give date for review of the curriculum T6 2024
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Introduction to Devising – - Seven Ages of Man - Find Me - Ruth Ellis Single Lesson – An Inspector Calls following the EHD teacher set text pack.	Teacher and peer assessment throughout the module. Verbal evaluation and feedback on all practical work each lesson. Completion of weekly logbooks– checked by teacher each week.	Exploring different practitioners Eg. Brecht, Artaud, Stanislavski Understand the type of questions that are asked of them in the written exam.	- Workshops on each practitioner - Pair/group work - Collaboration with other students - Independent research Peer evaluation through sharing and performing of work.	Pupils often think that GCSE drama is just the ‘acting’ exam. Pupils often think all drama work has to be verbal. Pupils don’t understand the different requirements between an English answer, and a Drama answer for the AIC question. Eg. Drama answers must make explicit references to the stage.	- Devising - Stimulus - Evaluation - Narration - Choral Speaking - Repetition - Practitioner - Movement - Slow motion - Proxemics - Cross-cutting - Characterisation - Verbal and non-verbal skills	Prior learning: Initial study of <i>Teechers and Noughts and Crosses</i> in Year 9. Future learning: Students will revisit the play in preparation for the written exam in Unit 3.
	Component 1 Stimuli (Suffragette/Little Rock Nine/AI) Single Lesson – An Inspector Calls following the EHD teacher set text pack.	Teacher and peer assessment throughout the module. Verbal evaluation and feedback on all practical work each lesson. Completion of weekly logbooks– checked by teacher each week.	Historical context surrounding the suffragettes and the Little Rock Nine. Understand the type of questions that are asked of them in the written exam.	- Workshops on each practitioner - Pair/group work - Collaboration with other students - Independent research Peer evaluation through sharing and performing of work.	Pupils often think that GCSE drama is just the ‘acting’ exam. Pupils often think all drama work has to be verbal. Pupils sometimes feel devised pieces have to be linear and have a clear narrative plot, as opposed to an episodic structure.	- Devising - Stimulus - Evaluation - Narration - Choral Speaking - Repetition - Practitioner - Movement - Slow motion - Proxemics - Cross-cutting - Characterisation - Verbal and non-verbal skills - Role reversal - Emotional Memory Technique - Climax	Prior learning: Initial study of <i>Teechers and Noughts and Crosses</i> in Year 9. Future learning: Students will revisit the play in preparation for the written exam in Unit 3.



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Term 3	Into exam groups to start to create their devised exam piece Single Lesson – An Inspector Calls following the EHD teacher set text pack.	Teacher and peer assessment throughout the module. Verbal evaluation and feedback on all practical work each lesson. Completion of weekly logbooks – checked by teacher each week.	Understanding of the requirements of the practical exam. Eg. Timings and assessment criteria	- Pair/group work - Collaboration with other students - Independent research Peer evaluation through sharing and performing of work.	Pupils often think that GCSE drama is just the ‘acting’ exam. Pupils often think all drama work has to be verbal. Pupils sometimes feel devised pieces have to be linear and have a clear narrative plot, as opposed to an episodic structure.	- Devising - Stimulus - Evaluation - Narration - Choral Speaking - Repetition - Practitioner - Movement - Slow motion - Proxemics - Cross-cutting - Characterisation - Verbal and non-verbal skills - Role reversal - Emotional Memory Technique - Climax	Prior learning: Elements of devised work and the techniques of Stanislavski and Brecht have been explored during KS3, as well as how to create a performance piece based on stimuli in Yr9. Future learning: This unit acts as a ‘mock’ for the completion of the GCSE Component 1.
Term 4	Into exam groups to start to create their devised exam piece Single Lesson – An Inspector Calls following the EHD teacher set text pack.	End of term 4 – Filming and examining of Component 1 Devised piece.	Understanding of the requirements of the practical exam. Eg. Timings and assessment criteria	- Pair/group work - Collaboration with other students - Independent research Peer evaluation through sharing and performing of work.	Pupils often think that GCSE drama is just the ‘acting’ exam. Pupils often think all drama work has to be verbal. Pupils sometimes feel devised pieces have to be linear and have a clear narrative plot, as opposed to an episodic structure.	- Vocal projection - Blocking - Focus - Physical Control - Staying in character - Improvisation - Use of pause and stillness - Monologue - Macro/micro space	Prior learning: Elements of devised work and the techniques of Stanislavski and Brecht have been explored during KS3, as well as how to create a performance piece based on stimuli in Yr9. Future learning: This unit acts as a ‘mock’ for the completion of the GCSE Component 1.
Term 5	Begin work on the written portfolio. Single Lesson – An Inspector Calls following the EHD teacher set text pack.	AFL in lessons – checking progress with portfolios.	- Understanding the requirements of the written portfolio. - Extensive knowledge of drama terminology and evaluation skills. Understanding of how to explicitly describe moments of theatre.	- Evaluating model portfolios and using success criteria to aid student outcomes. - Provide students with drama terminology checklists. Verbal preparation with peers	Pupils often think that GCSE drama is just the ‘acting’ exam. Pupils tend to generalise and lack detail in their written answers.	- Vocal projection - Blocking - Focus - Physical Control - Staying in character - Improvisation - Use of pause and stillness - Monologue - Evaluation - Proxemics - Cross-cutting - Characterisation - Verbal and non-verbal skills - Role reversal	Prior learning: Unit 1 of Yr10 acts as a ‘mock’ for the completion of this Unit. Future learning: Completion of this Unit will secure 40% of the GCSE marks available. The performance skills and evaluative skills used are transferable to the remaining GCSE components.



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						- Emotional Memory Technique - Climax	
Term 6	Completion of the written portfolio. Single Lesson – An Inspector Calls following the EHD teacher set text pack.	AFL in lessons – checking progress with portfolios.	- Understanding the requirements of the written portfolio. - Extensive knowledge of drama terminology and evaluation skills. Understanding of how to explicitly describe moments of theatre.	- Evaluating model portfolios and using success criteria to aid student outcomes. - Provide students with drama terminology checklists. Verbal preparation with peers	Pupils often think that GCSE drama is just the ‘acting’ exam. Pupils tend to generalise and lack detail in their written answers.	- Vocal projection - Blocking - Focus - Physical Control - Staying in character - Improvisation - Use of pause and stillness - Monologue - Evaluation - Proxemics - Cross-cutting - Characterisation - Verbal and non-verbal skills - Role reversal - Emotional Memory Technique - Climax	Prior learning: Previous experience creating practical work from a script, as well as knowledge of the work of theatre makers will support learning in this unit. Future learning: Extended study of the chosen play will continue in Yr11 in preparation for the written exam.