

Year 10 Drama Curriculum Map

	Autumn Term		Spring Term		Summer Term
Unit Length	Devising Drama	Presenting and Performing Theatre review	Blood Brothers & Live Theatre review	Exam prep for Blood Brothers & Theatre review exam	
Links to the National curriculum/Assessment Objectives	Devising Drama – (Assessed on performance and a devising portfolio) Presenting & Performing – (Assessed practically on a monologue and group performance from the same script & via coursework) Performance & response – (Assessed with 90 minute exam, 55 mins on Blood Brothers, 35 constructing a theatre review)				
Description of the topic and key learning outcomes (key knowledge and understanding)	<p>GCSE Link: Component 1&2</p> <p>Overview: DINs to focus solely on creating coursework. Each lesson a structure to be followed allowing effective notes to be created. Each lesson designed to develop their performance to hit the required performance time and impact. As per the exam criteria, it must be self-directed. Time must be structured to allow the students to utilise the techniques, skills and styles learnt in our last academic year. Last 4 Lessons to be based in a computer room. Students will have broken down sections and subheadings to adhere to.</p>	<p>GCSE Link: Component 3</p> <p>Overview: DINs split between practical exploration and focus on the completion of the concept proforma where students outline their performance challenges, details and desired impact. 1 session a week dedicated to Exam prep, beginning with Theatre review.</p> <p>Outcomes: Pupils will practically develop their monologues and group scene whilst completing a concept</p>	<p>GCSE Link: Component 4</p> <p>Overview: DINS: Exam questions from BB Students explore again the play Blood Brothers, looking at practically exploring scenes with specific exam questions in mind. Each lesson can focus on a different element that may be a focus in the upcoming exam. Lessons to focus more heavily on writing style and exam answering as the term progresses.</p> <p>Outcomes: As per the exam requirement, the students will develop additional practical understanding of the play and characters in</p>	<p>GCSE Link: All components</p> <p>Overview: General focus will continue to be written exam, focusing on style and mistakes identified through past papers. Live Theatre performance to be viewed, with students revisiting and adding to notes. Outcomes: Pupils are prepared to answer any possible question relating to Blood Brothers or their Live Theatre review.</p>	

	<p>Outcomes:</p> <p>Students will create a short devised piece of work, utilising the DIN time and homework to complete their devising portfolio.</p> <p>Focus on student's ownership, development, and delivery of the piece.</p>	<p>proforma explaining their choices and challenges.</p> <p>Coronavirus19 – Monologues are very likely to be the only practical performance based on the OCR webinar.</p>	<p>Blood brothers, before honing the writing style required to gain marks.</p> <p>Students will use the notes generated in their last terms theatre evaluation lessons to practice the style of writing required in exam conditions without those notes.</p>	
<p>Related Concepts (that are revisited)</p>	<p>Devise, create, rehearse and refine a live performance. Document developments using key terminology. Utilise naturalistic and non naturalistic forms of theatre to achieve a predetermined audience impact.</p>	<p>Create, rehearse and refine performances. Understanding play texts and characters. Utilising characterisation to portray a detailed character. Identifying objectives and super objectives. Developing relationships with other roles & audiences.</p> <p>Written focus: Understanding the demands of text, Understanding Artistic vision creation and delivery, articulating development of a character and scene, Designing and delivering a</p>	<p><u>Theatre review</u> Staging, set, design, lighting, sound, special effects, naturalism, non-naturalism, style and structure of performances.</p> <p>Major links to Component 3 regarding impact of acting & design elements impact on an audience.</p> <p>Major links to Component 1 regarding the directorial concepts and delivery intended for audience impact.</p>	<p>Focus on exam writing style. Identifying desirable topic for answers (Designing, rehearsing, performing or directing)</p> <p>Focus on justification of dramatic concepts, intentions, styles or performances, using examples.</p>

		performance intended for audience impact.		
Skills being taught	<p><u>Devising</u></p> <ul style="list-style-type: none"> • Research • Development of the drama performance • Development of performance ideas • using research to inform creative decisions • examine the social, cultural, or historical context of stimulus • Planning and structuring performances • Using workshops to develop characters and performance • Rehearsing effectively • Planning lighting, sound, set, staging and special effects • Creating, developing, adapting, rehearsing, and performing devised drama • Developing and delivering an intended impact to an audience • Communicating meaning to an audience through engaging drama. • Using notes to develop comprehensive explanation of the journey of development of devised piece 	<ul style="list-style-type: none"> • Understanding and delivering playwright's intention • Practical response to extracts through performance or design • applying their knowledge of genre, style and theatrical conventions • using performance space effectively • developing a character or design and demonstrate the way it interacts with other characters or with stage artefacts • presenting complete performance of the extracts with lines 	<p>Section B, learners should learn:</p> <ul style="list-style-type: none"> • To analyse and evaluate the work of others through watching live drama and theatre. • the meaning of drama and theatre terminology used by theatre makers • how genre is used in live performance to communicate meaning to an audience • how to analyse a live theatre performance • how to evaluate the work of others, drawing considered conclusions. • To select and use appropriate subject-specific terminology • To discuss, analyse and evaluate how meaning is created and communicated through live theatre using their knowledge and understanding of drama 	

		<p>learnt performance rehearsed and refined, performance skills used, intention of the playwright demonstrated and audience engaged</p> <p>use of rehearsals effectively to rehearse or make, and to adapt and refine their performance or design as appropriate</p>	To analyse and evaluate the acting, design and the characteristics of the performance text seen.	
Milestone assessments	<p>Assessment: Devising live performance</p> <p>Assessment: Turn in of Devising portfolio</p>	<p>Assessment: Concept Proforma</p> <p>Live Monologue and group performance</p>	<p>Assessment: Performance and Response exam Section B</p>	<p>Assessment: Performance and Response exam</p>
Wider reading	<p>Depending on chosen style, practical guides to: Brecht, Stanislavski, Artaud or Berkoff</p> <p>Research artist responsible for chosen stimuli</p> <p>Devising: A handbook for Drama and theatre students</p> <p>Devising: A handbook for Drama and theatre students</p>	<p>GCSE Drama DNA, The play Guide</p> <p>Watch the work of an actor you admire (Andrew Scott is one I have chosen below)</p> <p>www.youtube.com/watch?v=WOCAPXiHXmg</p>	<p>Knowledge organiser</p>	
Homework	<p>Knowledge organiser</p>	<p>Knowledge organisers</p>	<p>Knowledge organisers.</p>	

	<p>Research Stimuli, topic and key themes. Keep diary of your devised development Knowledge organiser</p> <p>Type up Research, diary and reflection into 2000 word devising portfolio.</p> <p>Rehearse!</p>	<p>Make notes against 4 concept proforma questions. (Copies part of Knowledge organiser)</p>	<p>Practice questions. Creating notes on Live Drama performance.</p>
<p>Online help</p>	<p><u>Devising</u></p> <ul style="list-style-type: none"> • <u>Responding to a stimulus - OCR</u> https://www.bbc.co.uk/bitesize/guides/zdm3pg8/revision/1 • <u>Developing an idea - OCR</u> https://www.bbc.co.uk/bitesize/guides/z7hcy9q/revision/1 <hr/> <ul style="list-style-type: none"> • <u>Selecting a genre or performance style - OCR</u> • <u>Selecting a practitioner - OCR</u> • <u>Rehearsing for a performance - OCR</u> • <u>Refining a performance - OCR</u> • <u>Interpreting and performing a character - OCR</u> • <u>Designing for productions - OCR</u> • <u>Health and safety considerations - OCR</u> • <u>Creating a portfolio or devising log - OCR</u> 	<p><u>Performing characters</u></p> <ul style="list-style-type: none"> • <u>Physical skills for interpreting a character - OCR</u> • <u>Vocal interpretation of a character - OCR</u> <hr/> <p><u>Scripted drama</u></p> <ul style="list-style-type: none"> • <u>Features of a script - OCR</u> • <u>Performing a script - OCR</u> • <u>Designing for a scripted performance - OCR</u> 	<p><u>Written exam</u></p> <ul style="list-style-type: none"> • <u>How to answer set text exam questions - OCR</u> • <u>Live theatre evaluation - OCR</u>