





Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2024-25 – Drama

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (20 Lessons) (38 Days)										
Tues 5-Sep	A	1	<p>Component 1: Section A (7 Weeks) 20 lessons</p> <p>Students will develop knowledge on stage placements, stage configurations. theatre roles and responsibilities.</p> <p>L1: Stage configurations L2: Performing using 4 different staging configurations. L3: Group research tasks: Theatre roles and responsibilities L4: presentation and sharing resources. L5: <i>Two</i>: Minimal set L6: <i>Two</i>: Naturalistic set L7: Two 3D stage L8: 3D presentations L9: <i>Two</i>: Lighting design L10: <i>Two</i>: costume design L11: Two Rehearsal L12: Two Rehearsal L13: Performance L14: Read through of The Crucible L15: Read through of The Crucible L16: Read through of The Crucible L17: Historical context L18: Location, set and costume (4 mark question) L19: Lighting and practise questions L20: Understanding the characters and storyline</p> <p>Learning Outcomes: GW: Students identify different stage configurations and the 9 different placements. BI: Students understand the different roles in Theatre. EW: Students link confidently roles and responsibility within Theatre.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Created scenes using stage placement and different stage configurations.</td> <td>Introduced to different roles and responsibilities. Analysis the benefits from different stage configurations.</td> <td>Create theatre using different stage configurations and gain a deeper understanding of the roles and responsibilities required to run a Theatre.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Created scenes using stage placement and different stage configurations.	Introduced to different roles and responsibilities. Analysis the benefits from different stage configurations.	Create theatre using different stage configurations and gain a deeper understanding of the roles and responsibilities required to run a Theatre.	 <p>Foundational Concepts: Understanding theatre EDI: 🌟</p> <p>Assessment of Progress: AT: Performance of Two ST1 (AO3)</p> <p>Tier 3 Vocabulary: <i>Traverse, thrust, end on, promenade, Theatre in the round.</i></p> <p>History: Study popular stage configuration during the different periods, explore role and responsibilities.</p>
Prior (Y9)	Now (Y10)	Next (Y11)								
Created scenes using stage placement and different stage configurations.	Introduced to different roles and responsibilities. Analysis the benefits from different stage configurations.	Create theatre using different stage configurations and gain a deeper understanding of the roles and responsibilities required to run a Theatre.								
11-Sep	B	2								
18-Sep*	A	3								
25-Sep	B	4								
2-Oct	A	5								
9-Oct	B	6								
16-Oct	A	7								
23-Oct	B	8								
Half-Term 7 weeks (18 lessons) (34 Days)										
6-Nov	A	9	<p>Component 1: Section 2 (7 Weeks/18 lessons)</p> <p>Student will practically and theoretically explore the 4 questions based on The Crucible. Developing a deeper understanding of Historical context, analysis of key characters and performance skills.</p> <p>L1: Character analysis: Abigail and Proctor L2: Character analysis: Parris and Betty L3: Character analysis: Elizabeth and Mary Warren L4: Answering an 8 mark question L5: Answering a 12 mark question L6: Answering a 20 mark question L7: answering a 20 mark question L8: Practise with timer L9: Feedback L10: ST1 L11: Practical exploration of exam paper L12: ST1 Feedback L13: 12 mark question L14: 12 mark question L15: 20 mark question L16: 20 mark question L17: 8 mark question L18: Character analysis: Ann Putman and Tituba L19: Character analysis: Mr Putman, Hale and Nurse L20: Trail scene</p> <p>Learning Outcomes:</p>	 <p>Foundational Concepts: Page to stage EDI: 🌟🌟🌟🌟</p> <p>Assessment of Progress: AT Character analysis ST1 (AO4)</p> <p>Tier 3 Vocabulary: <i>Facial expression, gesture, levels, body language, proxemics, gait, pace, pause, pitch, tone.</i></p> <p>History: Study a tragic time in Americas history, exploring the themes of lies, deception, betrayal. Told through the eyes of a 1692's puritan society.</p>						
13-Nov	B	10								
20-Nov	A	11								
27-Nov	B	12								
4-Dec	A	ST1								
11-Dec	B	ST1								
18-Dec	A	15								

			<p>GW: Students identify historical context of The Crucible.</p> <p>BI: Students analysis performance skills required to perform short extracts.</p> <p>EW: Students critically evaluate a character in The Crucible.</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Explore the contexts of The Crucible. Students understand the plot, history of the area and characters.</td> <td>Critically analysis vocal and physical skills to use within scenes.</td> <td>Confidently analysis the vocal and physical skills needed to perform The Crucible.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Explore the contexts of The Crucible. Students understand the plot, history of the area and characters.	Critically analysis vocal and physical skills to use within scenes.	Confidently analysis the vocal and physical skills needed to perform The Crucible.	
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Explore the contexts of The Crucible. Students understand the plot, history of the area and characters.	Critically analysis vocal and physical skills to use within scenes.	Confidently analysis the vocal and physical skills needed to perform The Crucible.								
Christmas Holiday			6 weeks (15 lessons) (30 Days)							
8-Jan	B	16	<p>Component 1: Section3</p> <p>Students will explore a range of Practitioners and study a piece of Live Theatre in depth with the ability to critique professional performances.</p> <p>L1: Viewing: One man, two guvnors</p> <p>L2: Viewing: One man, two guvnors</p> <p>L3: Viewing: One man, two guvnors</p> <p>L4: Character analysis: Francis Henshall</p> <p>L5: analysing performance: comedy</p> <p>L6: analysing performance: tension</p> <p>L7: Write about audience actor relationship</p> <p>L8: Planning a 34 mark question</p> <p>L9: Answering a 34 mark question</p> <p>L10: Comp 1 revision guide (split group into teams)</p> <p>L11: researching given section</p> <p>L12: collecting resources</p> <p>L13: Presentation and sharing resources</p> <p>L14: timed responses (all section one)</p> <p>L15: times response (all section one)</p> <p>Learning Outcomes:</p> <p>GW: Students analyse the actors' behaviour, relationships onstage and their use of Drama skills</p> <p>BI: Students evaluate the actors behaviour, relationships onstage and their use of Drama skills</p> <p>EW: Students critique the actors behaviour, relationships onstage and their use of Drama skills</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Students have evaluated the success of others performance as well as analysed professional theatre.</td> <td>Share critical and personal responses to the presentation of characters. Evaluate performance skills used.</td> <td>Share critical responses based on how the actor has interpret the Characters. Evaluate performance skills used.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Students have evaluated the success of others performance as well as analysed professional theatre.	Share critical and personal responses to the presentation of characters. Evaluate performance skills used.	Share critical responses based on how the actor has interpret the Characters. Evaluate performance skills used.	 <p>Foundational Concepts:</p> <p>Page to stage</p> <p>EDI: 🌟</p> <p>Assessment of Progress:</p> <p>AT AO3</p> <p>ST2 (AO4)</p> <p>Tier 3 Vocabulary:</p> <p><i>Blocking, Facial expression, gesture, levels, body language, proxemics, gait, pace, pause, pitch, tone, actor-audience relationship.</i></p> <p>History: TBC (seeking further guidance on play).</p>
Prior (Y9)	Now (Y10)	Next (Y11)								
Students have evaluated the success of others performance as well as analysed professional theatre.	Share critical and personal responses to the presentation of characters. Evaluate performance skills used.	Share critical responses based on how the actor has interpret the Characters. Evaluate performance skills used.								
15-Jan	A	17								
22-Jan	B	18								
29-Jan	A	19								
5-Feb	B	20								
12-Feb	A	21								
Half-Term			5 weeks (12 lessons) (24 Days)							
26-Feb	B	22	<p>Devising Theatre</p> <p>Students will create a 20-minute piece of Theatre based upon a range of different stimulus and practitioners.</p> <p>L1: Brecht workshop</p> <p>L2: Verbatim workshop</p> <p>L3: DV8 workshop</p> <p>L4: analysing stimulus</p> <p>L5: researching stimulus</p> <p>L6: creating a verbatim script</p> <p>L7: Creating a storyline</p> <p>L8: role on the role (multi-dimensional characters)</p> <p>L9: Section 1- Logbook research</p> <p>L10: section 1: logbook research</p> <p>L1: Rehearsal</p> <p>L2: Rehearsal</p>	 <p>Foundational Concepts:</p> <p>EDI: All</p> <p>Assessment of Progress:</p> <p>Performance mock, logbook</p> <p>Tier 3 Vocabulary:</p> <p><i>Brecht(moral message), frantic assembly (physical Theatre), Punchdrunk (immersive theatre).</i></p> <p>History: Student will explore three Theatre practitioners</p> <p>AT Devised Performances and logbook</p>						
4-Mar	A	23								
11-Mar	B	24								
18-Mar	A	25								
25-Mar*	B	26								
Easter Holiday			6 weeks (15 lessons) (29 Days)							
15-Apr	A	27	L1: Rehearsal							
22-Apr	B	28								

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29-Apr	A	29	L2: Rehearsal							
6-May*	B	30	L3: Rehearsal							
13-May	A	31	L4: Rehearsal L5: Performance and feedback L6: refining skills L7: rehearsals							
20-May	B	ST2	L8 Rehearsal L9: rehearsal L10: Performance and feedback L11: refining skills L12: Tech rehearsal L13: ST2 (mock exam) L14: ST2 (mock) L15: feedback and mock results							
Half-Term			7 weeks (18 lessons) (35 Days)							
3-Jun	A	ST2								
10-Jun	B	ST2	L1: Logbook: section 2							
17-Jun	A	35	L2: Logbook: section 2 L3: Logbook: section 2 L4: Rehearsal							
24-Jun	B	36	L5: Rehearsal L6: rehearsal							
1-Jul	A	37	L7: Logbook: section 2							
8-Jul	B	38	L8: Logbook: section 2 L9: Logbook: section 2							
15-Jul			L10: Rehearsal L11: Rehearsal L12: rehearsal L13: GCSE Performance- filmed L15: GCSE Performance- Filmed L16: Logbook- section 3 L17: Logbook- section 3 L18: Logbook- section 3							
			GW: Students interpret stimulus to create an engaging piece of Theatre. BI: Students develop plot line and characters through rehearsal and research. EW: Students critique their own success based on their artistic intentions.							
			<table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Students have explored a stimulus and creating a piece of Physical Theatre.</td> <td>students research their chosen idea and create realistic characters and captivating plot.</td> <td>Students critique their piece of Theatre, include the style of Brecht (moral message).</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Students have explored a stimulus and creating a piece of Physical Theatre.	students research their chosen idea and create realistic characters and captivating plot.	Students critique their piece of Theatre, include the style of Brecht (moral message).	
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A		39								
(Total: 190 Days)										

* Bank Holidays

Overview of Year 10	
Based on your Flight Path	By the end of Year 10, students will have learned
GW: Grade 1-2	<p>The response demonstrates a reasonable knowledge and understanding of:</p> <ul style="list-style-type: none"> • how drama and theatre is developed and performed. <p>The design has some relevance to the brief in the question and demonstrates:</p> <ul style="list-style-type: none"> • mostly sound knowledge and understanding of design and of the play. <p>A few precise details are provided in the description:</p> <ul style="list-style-type: none"> • Wide range of skills are demonstrated. • Skills are deployed confidently and in a mostly effective way. • Personal interpretation exhibits a good degree of appropriateness to the play as a whole. • Personal interpretation exhibits a good degree of sensitivity to context. • Artistic intentions are mostly achieved.
BI: Grades 3-6	<ul style="list-style-type: none"> • The response demonstrates a good knowledge and understanding of how drama and theatre is developed and performed. • The design has a good degree of appropriateness to the brief in the question and demonstrates developed and secure knowledge and understanding of design and of the play. • A number of precise details are provided in the description. • Wide range of skills are demonstrated. • Skills are deployed confidently and in a mostly effective way. • Personal interpretation exhibits a good degree of appropriateness to the play as a whole. • Personal interpretation exhibits a good degree of sensitivity to context. • Artistic intentions are mostly achieved.

EW: <i>Grades 7-9</i>	<p>The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed.</p> <ul style="list-style-type: none">• The design is entirely appropriate to the brief in the question and demonstrates highly developed knowledge and understanding of design and of the play.• Precise details are provided throughout the description.• An extensive range of skills are demonstrated.• Skills are deployed precisely and in a highly effective way.• Personal interpretation is entirely appropriate to the play as a whole.• Personal interpretation is highly sensitive to context.• Artistic intentions are entirely achieved
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