



Curriculum Overview: Drama

Year group 10

What your child will learn each half term

This overview shows the key topics, skills, and knowledge your child will be learning in **Drama in Year 10**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge	Key skills	How we will assess learning in this unit	Homework	Key vocabulary for this unit
HT 1	<p>Introduction to the GCSE Drama Course.</p> <p>Component 1 – Written exam 40% of the GCSE grade. Questions on theatre terminology, a Set Text, and analysis of a live theatre performance.</p> <p>Component 2 – Devising Drama 40% of the GCSE. Students work in groups to devise a performance from a range of stimuli. Internally marked, AQA Moderated.</p>	<p>Component 1 - Introduction and embedding of Drama terminology for multiple choice section. Examples include staging types, blocking notation, basic elements of technical aspects.</p> <p>Component 2 – Practical workshops exploring devising technique and style - Brecht / Berkoff / Stanislavski / Physical Theatre / ensemble / multi-role acting / Splendid Productions.</p>	<p>Devising skills.</p> <p>Physicality, unison and precision.</p> <p>Application of vocal, physical and ensemble devising skills.</p> <p>Rehearsal and team skills.</p> <p>Research skills.</p> <p>Note taking.</p>	<p>Ongoing practical assessment in lesson.</p> <p>Peer / teacher feedback.</p>	<p>Research tasks in relation to style and practitioners.</p> <p>Write up of practical sessions.</p> <p>After school rehearsals when appropriate.</p>	<p>Devising Refinement</p> <p>Rehearsal</p> <p>Chorus</p> <p>Unison</p> <p>Tableaux Physicality</p> <p>Stage positions</p> <p>Physical Theatre</p> <p>Verfremdungseffekt</p> <p>Gestus</p> <p>Montage</p> <p>Berkovian</p> <p>Multi-role</p> <p>Non Naturalism</p> <p>Dramatic intention</p>
HT 2	<p>Component 1 – Introduction to set text. A Taste of Honey</p> <p>Component 2 – Devised Drama mini project</p>	<p>Component 1 - Introduction of set text. Research tasks in relation to key performances, historical / social / political context. Read throughs and analysis – short essay / exam questions to develop exam technique</p> <p>Component 2 - Devising mini – project. Small groups work from a given stimulus to create</p>	<p>Script analysis and annotation.</p> <p>Script reading and character analysis.</p> <p>Developing essay / exam answer skills.</p> <p>Devising skills.</p> <p>Physicality, unison and precision.</p> <p>Application of physical devising skills.</p> <p>Rehearsal and team skills.</p> <p>Research skills.</p>	<p>Ongoing assessment and feedback linked to practice short essay questions / exam answers.</p> <p>Ongoing Practical assessment in lesson.</p> <p>Peer / teacher feedback.</p> <p>End of unit performance assessment of devised mini – project.</p> <p>Written evaluation of devised mini – project.</p>	<p>Research tasks in relation to set text.</p> <p>Write up of practical sessions.</p> <p>After school rehearsals when appropriate.</p> <p>Line learning for end of unit performance.</p>	<p>Devising Refinement</p> <p>Rehearsal</p> <p>Chorus</p> <p>Unison</p> <p>Tableaux Physicality</p> <p>Stage positions</p> <p>Physical Theatre</p> <p>Verfremdungseffekt</p> <p>Gestus</p> <p>Montage</p> <p>Berkovian</p> <p>Multi-role</p> <p>Non Naturalism</p> <p>Dramatic intention</p>

		performance piece in a chosen style. Rehearsal and refining of pieces to be presented as scratch performances.	Note taking.			Kitchen – Sink Metaphor Stimulus
HT 3	Component 2 – NEA Devised Drama 40% of GCSE	Students given stimuli for exam piece. Teacher initiated with a choice of stimuli – examples could include an image / poem / song / historical event etc. Exam group selection in line with teacher guidance / exam board stipulations. Devising process begins. Research / rehearsal / refinement / peer and teacher feedback. Ongoing notes / log kept.	Devising skills. Physicality, unison and precision. Application of physical devising skills. Rehearsal and team skills. Research skills. Note taking. Revision and refinement of practical and written NEA ‘coursework’	Ongoing assessment and feedback linked to NEA coursework in line with exam board regulations. Ongoing practical assessment in lesson. Peer / teacher feedback.	Research tasks in relation to stimuli and development of ideas. Write up of practical sessions in line with AQA grading criteria. After school group rehearsals. Line learning for end of unit performance.	Devising Refinement Rehearsal Chorus Unison Tableaux Physicality Stage positions Physical Theatre Verfremdungseffekt Gestus Montage Berkovian Multi-role Non Naturalism Dramatic intention Metaphor Stimulus
HT 4	Component 2 – NEA Devised Drama 40% of GCSE	Devising process continues. Ongoing Devising log continues. Dress and technical rehearsals of exam work. Component 2 Practical Exam Performance of exam pieces to peer audience.	Devising skills. Physicality, unison and precision. Application of physical devising skills. Rehearsal and team skills. Research skills. Note taking. Revision and refinement of practical and written NEA ‘coursework’	Performance work filmed. Written Devising Log and video evidence uploaded onto school drive for NEA marking and AQA moderation.	Research tasks in relation to stimuli and development of ideas. Write up of practical sessions in line with AQA grading criteria. After school group rehearsals. Line learning for end of unit performance.	Devising Refinement Rehearsal Chorus Unison Tableaux Physicality Stage positions Physical Theatre Verfremdungseffekt Gestus Montage Berkovian Multi-role Non Naturalism Dramatic intention Metaphor Stimulus
HT 5	Component 2	Component 2 Writing of the devising log.	Component 2 Analysis and evaluation of	Component 2	Refinement of Devising log in line	Devising Refinement Rehearsal

	<p>Devising Log refinement and final submission.</p> <p>Component 1 Set Text</p>	<p>Exploration of exemplar work from previous years. Exploration of support materials and resources – paragraph breakdowns / sentence starters / prompts and frameworks. Ongoing drafting and final submission of devising log</p> <p>Component 1 Revisiting and further exploration of Set Text – A Taste of Honey. Practical exploration of key scenes. Exam question practice.</p>	<p>individual and group process and final performance in Devised Drama. Refinement and editing in line with AQA grading criteria and guidelines.</p> <p>Component 1 Script and character analysis. Characterisation and performance skills in practical set text exploration workshops.</p>	<p>Written Devising Log evidence uploaded onto school drive for NEA marking and AQA moderation.</p> <p>Component 1 Ongoing assessment and feedback linked to practice short essay questions / exam answers. Ongoing Practical assessment in lesson. Peer / teacher feedback.</p>	<p>with AQA regulations. Reading and annotation of personal copy of set text.</p>	<p>Chorus Unison Tableaux Physicality Stage positions Physical Theatre Verfremdungseffekt Gestus Montage Berkovian Multi-role Non Naturalism Dramatic intention Kitchen – Sink Metaphor Stimulus</p>
HT 6	<p>Component 1 Set Text</p> <p>Component 3 Introduction to Texts in Practice – 20% of the GCSE grade. Students perform two extracts from a published play. External examiner in school.</p>	<p>Component 1 Revisiting and further exploration of Set Text – A Taste of Honey. Practical exploration of key scenes. Exam question practice.</p> <p>Component 3 Exploration of exemplar performance work. Reading and exploration of exam appropriate texts.</p>	<p>Component 1 Script and character analysis. Characterisation and performance skills in practical set text exploration workshops. Extended writing skills on 12 and 20 mark practice questions.</p> <p>Component 3 Performance analysis skills. ‘What makes a performance effective?’ ‘How can an actor show their understanding of the narrative and themes?’</p>	<p>Component 1 Ongoing assessment and feedback linked to practice short essay questions / exam answers. Ongoing Practical assessment in lesson. Peer / teacher feedback.</p>	<p>Reading and annotation of personal copy of set text.</p> <p>Research and reading of exam appropriate texts for Component 3</p>	<p>Describe Explain Analyse Justify Evaluate Subtext Interpret Justify Compare Contrast</p>