

# YEAR 10 Drama CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** To prepare each student for 2 of their exam components and fully support them with their individual needs to ensure they work towards meeting their full potential. Component 1 – Devised Performance & Portfolio (40%) & Component 3 – Theatre Makers In Practise (Written Exam: A.I.C's)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 3	Summer Term 3
Topic	Introduction to GCSE Drama & core skills Intro to Comp 1	Comp 1 – Devised Mock - Performance & Portfolio. A.I.C's.	Comp 3: An Inspector Calls	Comp 3: An Inspector Calls with Mock Exam	Comp 1: Devised Group Performances & Portfolio	Comp 1: Devised Group Performance EXAM & Portfolio
Core Knowledge/ Threshold Concept	How to devise & perform effectively How to analyse a script & interpret practically key terminology, performance skill, audience intentions. Paired improvisation – building devising skills - thought-tracks & still image. Sustained role-play & more detailed analysis & evaluation. Devising own paired scene & devised small group performance.	Group Devising leading to formal Mock Comp 1 – devising & performance skills will be developed & assessed. Mock portfolio booklet; requiring analysis and evaluation of the devising process and performance A.I.C's: Reading and analysing Act 1 – introduction to context & demands of the questions.	Re-call of A.I.C's Act 1 Analysing Act 2 & 3 with practical & written tasks to introduce students to the demands of the questions.  Performance techniques Knowledge of Design – set, lighting, sound & costume with appropriate key terminology  K & u of context	K & u of context & how reference it k & u of text k & u of the ways a director / designer might explore design ideas Identify relevant, creative PT's Able to select appropriate text Key Terminology	How to devise & perform effectively Apply theatrical skills to realise artistic intentions  Portfolio - analysis and evaluation of devising process & performance - demonstrate k and u in developing and performing drama, using specialist terminology.	How to devise & perform effectively Apply theatrical skills to realise artistic intentions Group Devising Exam - performance skills will be developed & assessed. Portfolio - analysis and evaluation of devising process & performance - demonstrate k & u in developing and performing drama, using specialist terminology.

<b>Why this learning now?</b>	Builds on their skills & key terms from KS3. Students to build on their performance & improvisation skills (Comp 1 & 2), leading to students devising their own paired scenes to challenge. This leads to planning their own group scenes working towards a Comp 1 Mock exam. Students are introduced to portfolio q's. Lessons build in complexity to challenge at an appropriate level	Term 1 leads to planning their own group scenes. These skills will prepare them for their Mock exam with portfolio questions/booklet.  We then begin A.I.C'S (Comp 3) - reading and analysing it first with short written & practical tasks to introduce students to the text & demands of the questions.	We re-call A.I.C Act 1 then build on this learning - reading and analysing Act 2 & 3 with short practical & written tasks to build students ability to meet the demands of the questions.	We check students k & u of the play as a whole prior to looking at each question individually in more detail with practise answers in timed conditions to build students k, u & skill in preparation for mock exam  Component 1 Real Exam intro to begin generating ideas and begin developing these over Easter holidays	Preparation for Component 1 Real Exam in Term 3. Portfolio booklet completed – one step at a time – broken into stages. Stage 1 & 2 the beginning & the middle of the process completed at appropriate times during the process to aid detailed a & e.	Preparation for Component 1 Real Exam. Portfolio booklet completed – one step at a time during & after the process. Broken into stages – Stage 2 & 3 - middle and then after the performance (analysis and eval of success) completed at appropriate times to aid detailed a & e. After exam focus on portfolio Q's alone
<b>Assessment Opportunities:</b>	Assessment once a cycle: <u>Every lesson: Q's, verbal feedback, Self &amp; Peer assessment</u> *Glossaries – highlight & amend as progress Extract performance Spotlighting Still Image & Thought tracking Witten analysis & evaluation	Assessment once a cycle Questioning, verbal feedback, Self & Peer assessment Still Image & Thought tracking Witten analysis & evaluation Devised Performance Mock exam Portfolio Q's	Assessment once a cycle  Questioning, verbal feedback, Self & Peer assessment Answering A.I.C's Q's Verbal feedback Mock Exam Revision	Assessment once a cycle  Questioning, verbal feedback, Self & Peer assessment Answering A.I.C's Q's & developing ideas Mock Exam Revision	Assessment once a cycle Questioning, verbal feedback, Self & Peer assessment Witten analysis & evaluation Still Image Thought tracking Hot-seating Practise performance	Assessment once a cycle  Questioning, verbal feedback, Self & Peer assessment Witten analysis & evaluation Practise performances Mock Performance Exam Performance
<b>Learning at Home</b>	Quiz – also assessment opportunity Witten analysis & evaluation. Rehearsal	Witten analysis & evaluation – portfolio notes & paragraphs Rehearsal	Quiz – also assessment opportunity Answering A.I.C's Q's & developing ideas	Answering A.I.C's Q's & developing ideas Mock Exam Revision	Witten analysis & evaluation – portfolio notes & paragraphs Rehearsal	Witten analysis & evaluation – portfolio notes & paragraphs Rehearsal

<b>Key Vocabulary</b>	Glossaries distributed Re-call of key terms. Devising, audience intentions, performance techniques	Characterisation, still image, thought tracking, analysis & evaluation	Analysis, designer, director, key lighting, set, costume & sound terms	Performance skills, symbolism, key lighting, set, costume & sound terms, naturalism	Devising, audience intentions, PT's, still image, thought tracking, hot-seating, analysis & evaluation	Devising, audience intentions, PT's, still image, thought tracking, hot-seating, analysis & evaluation
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<ul style="list-style-type: none"> <li>• Empathy – developing an understanding of their own and others feelings</li> <li>• Use of imagination &amp; creativity in their learning</li> <li>• Developing the ability to understand, respect and appreciate the opinions of others</li> <li>• Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for others</li> <li>• Identifying key morals in a Drama – learning how to make better decisions in life</li> <li>• Use a range of social skills</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul>					
<b>Links to careers and the world of work</b>	<p>Developing a wide range of transferable skills – cooperation, concentration, communication, thinking and cooperation.</p> <p>Career pathways include: Acting, directing, writing, teaching, presenter, psychologist, teacher, customer service, managerial and leadership roles, project manager, councillor, politics, motivational speaker, film maker, lawyer – and any career involving the essential transferable skills listed above.</p>					

# YEAR 11 Drama CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** To fully prepare each student for their 3 exam components and fully support them with their individual needs to ensure they meet their full potential. Component 1: Devised Portfolio (30%), Component 2: Scripted Exam (20%), Component 3: Theatre Makers In Practise (Written Exam: A.I.C's & Live Theatre 40%)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 3	Summer Term 3
<b>Topic</b>	Comp 1: Portfolio Comp 3: Live Theatre – Blood Brothers	Comp 3: Live Theatre & A. I. C's Revision. Comp 2 Taster.	Comp 2: Preparation for performance of 2 scripted extracts	Comp 2: EXAM Comp 3: Live Theatre & A. I. C's Revision	Comp 3 EXAM	
<b>Core Knowledge/ Threshold Concept</b>	Portfolio: Analysis and evaluation of devising process & performance - demonstrate k and u in developing and performing drama. Live Theatre: Analyse and evaluate the work of others – design & performance Accurate use of subject terminology	Analyse and evaluate the work of others - design & performance. Develop formal “500 word notes” – detailed yet concise. K & u of A.I.C's play & context & how reference it. K & u of how a director / designer might explore design ideas, identify relevant, creative PT's, select appropriate text. Use of terminology	Component 2 – How to perform an extract of script effectively Ability to create strong and appropriate characterisation/s Technical control of PT's K & u of chosen role and its context within the performance. Realisation of intentions. K & U of style, genre and theatrical conventions.	Analyse and evaluate the work of others - design & performance. K & u of A.I.C's & context & how reference it. K & u of how design, identify relevant, creative PT's, ability to select appropriate text. Accurate use of subject terminology	Analyse and evaluate the work of others - design & performance. K & u of A.I.C's & context & how reference it. K & u of how design, identify relevant, creative PT's, ability to select appropriate text. Accurate use of subject terminology	
<b>Why this learning now?</b>	Development of portfolio - using notes & drafts from end of Yr10 to complete Comp 1. Theatre Visit to prepare for Comp 3 - notes taken & used to prepare detailed notes, a & e. Each Q is explored individually.	Students revise for A.I.C's revisiting each question individually to support students with meeting the demands of each question successfully – model work is also used and detailed revision resources provided	Comp 2 is the focus of Term 2 (examined in March) step by step how to analyse an extract and build to an effective performance, integrating rehearsal strategies, self & peer assessment alongside formal teacher assessments.	Mock exam experience & practise performances of Comp 2 to aid preparation for exam performance for visiting examiner. Revision for Comp 3 – in preparation for final exam.	Revision for Comp 3 – Live Theatre & A.I.C's in preparation for final exam.	

<b>Assessment Opportunities:</b>	Assessment once a cycle. Portfolio – S, P & teacher assessments Questioning, verbal feedback, Self & Peer assessment Live Theatre Notes Live Th Q's	Assessment once a cycle Questioning, verbal feedback, Self & Peer assessment Answering Live Th & A.I.C's Q's Comp 3: Mock Exam	Assessment once a cycle Questioning, verbal feedback, Self & Peer assessment Revision Tasks Still Image & Thought Tracking, Spotighting Performances Extract & characterisation analysis	Assessment once a cycle Questioning, verbal feedback, Self & Peer assessment Comp 2: Extract analysis sheets Comp 2: Mock Exam Comp 2: Exam Comp 3 Q's	Assessment once a cycle Questioning, verbal feedback, Self & Peer assessment Comp 3 Q's - Answering Live Th & A.I.C's Q's	Assessment once a cycle
<b>Learning at Home</b>	Key terms Quiz Portfolio Q's Live Theatre Notes Live Th Q's	Revision Quiz Answering Live Th & A.I.C's Q's Revision	Revision Quiz Rehearsal & Line Learning. Extract & character analysis sheets	Revision Quiz Rehearsal Answering Live Th & A.I.C's Q's, Revision	Revision Quiz Answering Live Th & A.I.C's Q's Revision	
<b>Key Vocabulary</b>	Analysis & evaluation, audience intentions, performance techniques, genre, style, design terms	Analysis & evaluation, performance techniques, genre, style, design terms	Performance skills, symbolism, key design terms for lighting, set, costume & sound, naturalism, blocking	Characterisation, audience intentions, performance techniques, genre, style, blocking	Performance skills, symbolism, key lighting, set, costume & sound terms, naturalism, analysis & evaluation	
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