Curriculum Map – Drama Year 10 and 11

	1	2	3	4
Y10	Topic: Set Text Exploration – Eva's Story Big question: What more can we learn about the plot and characters of the play by exploring the unseen character?	Topic: Styles of Theatre and Practitioners Big question: How does the application of different Theatre Practitioner theories create different styles of theatre?	Topic: Devising Drama (Mock) Big question: What are the individual and collaborative skills needed to create successful devised drama?	Topic: Script Exploration (Mock) Big question: Throughout a rehearsal process, what lifting techniques will be needed to create a performance from a script?
	Assessments: *Regular class performances every 3- 4 lessons as a progress check.* *Final assessment – Performance of Eva's Story*	*Assessments:* *Regular class performances every 3- 4 lessons as a progress check.* *Film each practitioner style.*	*Assessments:* *Regular class performances every 3- 4 lessons as a progress check.* *Final assessment – Performance of Practitioner Devised work and completion of mock portfolio.*	*Assessments:* *Regular class performances every 3- 4 lessons as a progress check.* *Final assessment – Performance of script and completion of mock Artistic Intentions.*

Curriculum Map – Drama Year 10 and 11

	Year 10 STEM Statement *Year 10 Drama develops STEM skills through the study of theatrical practitioners, devising, rehearsal processes and script exploration. Students apply scientific understanding of movement, voice and character behaviour; use theatrical methodologies and rehearsal techniques as practical technologies; solve complex performance and staging challenges through collaborative devising and script work; and strengthen mathematical thinking through timing, structure, sequencing, spatial awareness and the organisation of dramatic material to achieve specific artistic intentions.* *Year 10 I4C The Next Generation Statement* *Year 10 Drama develops the I4C competencies through the exploration of set texts, theatre practitioners, devising and scripted performance. Students demonstrate Creativity by developing original interpretations and devised work; Communication through increasingly sophisticated vocal, physical and performance skills; Collaboration through ensemble rehearsal, performance and portfolio development; and Critical Thinking through analysing dramatic texts, evaluating practitioner influences and refining artistic choices to communicate meaning effectively.*

Curriculum Map – Drama Year 10 and 11

	1	2	3
Y11	Topic: Devising Theatre (Component 1) Big question: What skills will you need to use in the creation, development and performance of a piece of devised theatre using the techniques of an influential practitioner?	Topic: Performing from a Text (Component 2) Big question: Throughout a rehearsal process, what lifting techniques will be needed to create a performance from a script? What makes a successful performance?	Topic: Interpreting Theatre (Component 3) Big question: When analysing professional theatre, what evidence can you provide to reinforce your opinion of success? How can subject specific terminology provide a clear picture of acting skills?
	Assessments: *Regular class performances every 3- 4 lessons as a progress check.* *Final assessment – Performance of Practitioner Devised work and completion of portfolio and evaluation.*	*Assessments:* *Regular class performances every 3- 4 lessons as a progress check.* *Final assessment – External Examiner*	*Assessments:* *Regular class performances every 3- 4 lessons as a progress check.* *Final assessment – Final written exam*

Curriculum Map – Drama Year 10 and 11

	Year 11 STEM Statement *Year 11 Drama further develops STEM competencies through the demands of Pearson Edexcel GCSE Drama Components 1, 2 and 3. Students apply scientific understanding of physical and vocal performance techniques, evaluate the impact of performance choices on audiences, use rehearsal and production processes systematically, solve creative and practical challenges during devising and scripted performance work, and employ mathematical concepts of timing, structure, coordination and spatial design when creating, refining and analysing theatre.* Year 11 I4C The Next Generation Statement Year 11 Drama consolidates the I4C competencies through the requirements of Pearson Edexcel GCSE Drama. Students demonstrate Creativity by creating and developing devised theatre and interpreting performance texts; Communication through polished performance and evaluative writing; Collaboration through sustained rehearsal and ensemble performance; and Critical Thinking through analysing live theatre, evaluating creative decisions, applying subject-specific terminology and justifying artistic judgements in both practical and written examination components.