

Year 10 Drama Curriculum Map

AO1- 20%
AO2- 30%
AO3- 30%
AO4- 20%

	Autumn Term	Spring Term	Summer Term
Unit Length	Unit 1- Component 2	Unit 1- Component 1	Unit 1- Component 1 Unit 2- Component 3
Assessment Objectives	Unit 1- AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others.	Unit 1- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.	Unit 1- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others. Unit 2- AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others.
Description of the topic and key learning outcomes.	Unit 1- Students will complete component 2 of the GCSE course worth 30% towards their overall GCSE. This will require students to devise a performance from a stimulus and to record their developed in the form of a written devising log.	Unit 1- Play text study- Students will explore the play The Crucible. They will explore key characters, themes and scenes all rooted in the social/historical context of the performance. Students will explore the play through practical work which will inform the practice exam questions students will need to complete towards the end of the unit of learning.	Unit 1- Play text study- Students will explore the play The Crucible. They will explore key characters, themes and scenes all rooted in the social/historical context of the performance. Students will explore the play through practical work which will inform the practice exam questions students will need to complete towards the end of the unit of learning Unit 2- Students will learn how to approach an extract and how to prepare the extract for performance assessment in. This will require students to utilise techniques such as actioning, exploring text and subtext and characterisation to communicate layers of meaning.

Assessment objectives and skills being taught	Unit 1- DIRT's completed for each of the 3 sections of the devising log.	Unit 1- component 1 criteria, 2 stars and a wish to develop practical performances, DIRT to develop written responses	Unit 1- component 1 criteria, 2 stars and a wish to develop practical performances, DIRT to develop written responses Unit 2- 2 stars and a wish to develop practical performances
Milestone assessments	Unit 1- Component 2 criteria- Students will receive a mark for each section of their devising log during completion and an overall mark at the end of the unit. Students will receive a practical mark at the end of the unit following the formal recording of their assessment piece.	Unit 1- Component 1 assessment criteria- exam questions	Unit 1- Component 1 criteria assessment criteria- exam questions Unit 2- Component 3 assessment criteria used to assess performances.
Wider reading	Unit 1- ILT research connected to their chosen theme and practitioner.	Unit 1- Full length play text, revision material around social, historical context	Unit 1- Full length play text, revision material around social, historical context Unit 2- Full length play text
Literacy programme	Unit 1- Writing frames, spelling tests, exemplar material all provided to support students' understanding and completion of the written devising log.	Unit 1- Writing frames, spelling tests, exemplar material all provided to support students' understanding and completion of exam questions	Unit 1- Writing frames, spelling tests, exemplar material all provided to support students' understanding and completion of exam questions Unit 2- use of dictionaries, thesauruses
Independent Learning Tasks	Unit 1- Group/ student specific research in relation to their theme and practitioner.	Unit 1- knowledge organiser unit booklet	Unit 1&2- Knowledge organiser