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Principal: Mrs C Stanyer

Subject: Drama Year 10 Curriculum Map 2021-2022

Week Commencing	Topic (including links to additional resources)	Assessment Window
2 nd September (Thursday)	'Devising Drama' unit – Introduction to the devising process. Re-cap on skills used. How can we devise successfully? What do we need to consider? Introduction to stimulus (this will be provided by OCR upon release in the first week of September). Resources (Knowledge organisers, BBC Bitesize; Google www.bbc.co.uk > Home > English Literature).	
6 th September	Devising Drama unit – analysis of stimulus and the importance of research. What are the initial thoughts about the stimulus? What does it make us think about? Why? What could be explored? Research the author/artist – what do we learn about them? What motivated them to create the stimulus? Resources (Knowledge organisers, BBC Bitesize; Google www.bbc.co.uk > Home > English Literature).	
13 th September	Devising Drama unit – analysis of next stimulus in GCSE exam paper and the importance of research. What are the initial thoughts about the stimulus? What does it make us think about? Why? What could be explored? Research the author/artist – what do we learn about them? What motivated them to create the stimulus? Resources (Knowledge organisers, BBC Bitesize; Google www.bbc.co.uk > Home > English Literature).	
20 th September	Devising Drama unit – analysis of next stimulus in GCSE exam paper and the importance of research. What are the initial thoughts about the stimulus? What does it make us think about? Why? What could be explored? Research the author/artist – what do we learn about them? What motivated them to create the stimulus? Resources (Knowledge organisers, BBC Bitesize; Google www.bbc.co.uk > Home > English Literature).	
27 th September	Devising Drama unit – analysis of next stimulus in GCSE exam paper and the importance of research. What are the initial thoughts about the stimulus? What does it make us think about? Why? What could be explored? Research the author/artist – what do we learn about them? What motivated them to create the stimulus? Resources (Knowledge organisers, BBC Bitesize; Google www.bbc.co.uk > Home > English Literature).	
4 th October	Devising Drama unit - A range of activities to show how to develop ideas for devising from using a stimulus. These will include: Mind-map of ideas based on identified themes linked to the stimulus. 5,3,1 activity to focus on themes. Creating starting points, i.e. freeze-frames to reflect identified theme and bringing tableau's to life. How can this be developed into a piece of drama? How does the idea link to the stimulus? What possible themes can be linked to this and why? Resources (Knowledge organisers, BBC Bitesize; Google www.bbc.co.uk > Home > English Literature; http://www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec/devisedperformance/taskone5.shtml).	

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11 th October	Devising Drama unit – Select stimulus – ‘Stand by your idea’ to create groups. How can this be developed into a piece of drama? How does the idea link to the stimulus? What possible themes can be linked to this and why? Devising Drama - Begin to generate ideas for devising piece of drama. Resources (Knowledge organisers, BBC Bitesize; Google www.bbc.co.uk › Home › English Literature; https://www.youtube.com/watch?v=-AX5ggqtQ6M)	
18 th October	Devised performance preparation for AR1. Students work within their groups to devise a section of drama in that supports their chosen theme.	
Half Term		
1 st November (inset Monday)	Assessment of devised scenes and relevant written portfolio	AR1
8 th November	DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvement	AR1
15 th November	Unit 1 (Devising Drama) – exploring devising process. Introduction to dramatic conventions that support the devising process. What is ‘Round by Through’? What are the basic principles? How can it be used in the context of devising? Resources (Knowledge organisers, BBC Bitesize; Google classroom; http://www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec/devisedperformance/taskone5.shtml ; Frantic assembly theatre).	
22 nd November	Unit 1 (Devising Drama) - exploring devising process. Introduction to dramatic conventions that support the devising process. What is ‘Hymns Hands’? What are the basic principles? How can it be used in the context of devising? Create a Hymns Hands routine. Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://dramaresource.com/devising-theatre/ ; Frantic assembly theatre).	
29 th November	Unit 1 (Devising Drama) - exploring devising process. Introduction to dramatic conventions that support the devising process. What is ‘Chair Duets’? What are the basic principles? How can it be used in the context of devising? Create a Chair duets routine. Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.bbc.co.uk/education/guides/zqx3wmn/revision/ ; Frantic Assembly theatre).	
6 th December	Unit 1 (Devising Drama) - exploring devising process. Introduction to dramatic conventions that support the devising process. What is ‘Tangle’? What are the basic principles? How can it be used in the context of devising? Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.bbc.co.uk/education/guides/ztfk6sg/revision/2/).	
13 th December	Unit 1 (Devising Drama) - Devising process. Structure: groups decide upon the structure of their piece of drama. Complete structure sheet to identify the chronology of their piece of drama. Begin to devise scenes from within the structure, using the conventions that will best support the intention of their piece of drama. Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
Christmas Holiday		
3 rd January (Inset on 4 th) Students return on 5 th	Unit 1 (Devising Drama) - Devising process. In groups students explore possible conventions to devise scenes that support their chosen intention. Groups invited to share performances of devised work. Self and Peer evaluations: How effective was the piece of drama? How does it support the intention? How could it be improved? Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
10 th January	Unit 1 (Devising Drama) - Devising process. In groups students explore possible conventions to devise scenes that support their chosen intention. Groups invited to share performances of devised work. Self and Peer evaluations: How effective was the piece of drama? How does it support the intention? How could it be improved? Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
17 th January	Unit 1 (Devising Drama) - Devising process. In groups students explore possible conventions to devise scenes that support their chosen intention. Groups invited to share performances of devised work. Self and Peer evaluations: How	

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	<p>effective was the piece of drama? How does it support the intention? How could it be improved?</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom.)</p>	
24 th January	<p>Devised process preparation for AR2. In groups students to devise a scene that supports their chosen intention.</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom; http://www.ocr.org.uk/Images/242630-specification-accredited-gcse-drama-j316.pdf)</p>	
31 st January	<p>Unit 1 (Devising Drama) - polishing process. Students need to ensure that their devised scenes for AR2 are rehearsed.Resources (Knowledge organisers, BBC Bitesize; Google classroom.)</p>	AR2
7 th February	<p>Unit 1 (Devising Drama) - polishing process. Assessment of devised scenes and relevant sections of written portfolio.</p>	AR2
14 February	<p>DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvement</p>	
Half term		
28 th February	<p>Unit 1 (Devising Drama) - Devising process. In groups students explore possible conventions to devise scenes that support their chosen intention. Groups invited to share performances of devised work. Self and Peer evaluations: How effective was the piece of drama? How does it support the intention? How could it be improved?</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom.)</p>	
7 th March	<p>Unit 1 (Devising Drama) - Devising process. In groups students explore possible conventions to devise scenes that support their chosen intention. Groups invited to share performances of devised work. Self and Peer evaluations: How effective was the piece of drama? How does it support the intention? How could it be improved?</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom.)</p>	
14 th March	<p>Unit 1 (Devising Drama) - Devising process. In groups students explore possible conventions to devise scenes that support their chosen intention. Groups invited to share performances of devised work. Self and Peer evaluations: How effective was the piece of drama? How does it support the intention? How could it be improved?</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom.)</p>	
21 st March	<p>Unit 1 (Devising Drama) – focus on written support for the devising unit. Students need to have completed research, initial ideas, and development of ideas. Exemplars provided as a structure.</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom.)</p>	
28 th March	<p>Unit 1 (Devising Drama) – focus on written support for the devising unit. Focus on analysis of each scene. Exemplars provided as a structure.</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom.)</p>	
4 th April	<p>Performance and Response preparation (written exam) Introduction to 'Blood Brothers' – plot. What is a prologue? What do we learn about the twins? What is the role of the narrator? What happens in Act one? What do we learn about the families? What are the themes?</p> <p>https://www.youtube.com/watch?v=wZsd__wvoF0</p>	
Easter Holiday		
25 th April	<p>Performance and Response preparation (written exam) Introduction to 'Blood Brothers' – plot. What is a prologue? What do we learn about the twins? What is the role of the narrator? What happens in Act one? What do we learn about the families? What are the themes?</p> <p>https://www.youtube.com/watch?v=wZsd__wvoF0</p>	
2nd May (May Day 2 nd)	<p>Performance and Response preparation (written exam) 'Blood Brothers' exploration. Why is the theme of superstition so important? What is Russell telling the audience about 'Nature vs Nurture'?</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=dvek0bj451Y)</p>	

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9th May	<p>Performance and Response preparation (written exam) 'Blood Brothers' exploration – characters. What do we learn about the characteristics of Mickey, Eddie, Mrs Johnstone and Mrs Lyons? What justification is there for this? How would they use voice to perform certain lines? Why? Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=ZqQh1d1J-98).</p>	
16th May	<p>Performance and Response preparation (written exam) 'Blood Brothers' exploration – monologue/duologue. How would these selected scenes be performed by Mickey and or Mickey and Eddie? What performance skills would you use? What improvisation techniques could be used to explore this? Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=11BombT7qi0)</p>	AR3
23rd May	<p>Performance and Response preparation (written exam) Resources (Knowledge organisers, BBC Bitesize; Google classroom; http://www.ocr.org.uk/Images/242648-unit-j316-04-drama-performance-and-response-sample-assessment-material.pdf) Performance and Response preparation (written exam) Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.bbc.co.uk/education/guides/zqwq7ty/revision)</p>	AR3
Half Term		
6th June	<p>DDI DDI for AR2: Wave 1 and Wave 2. Reassessment of key areas of study.</p>	
13th June	<p>Performance and Response preparation (written exam). Focus on question stems and possible responses. Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=stx5t1SdfYc https://www.youtube.com/watch?v=k2bV75ITXJw https://www.youtube.com/watch?v=6qMH285LvbM https://www.youtube.com/watch?v=dt8M1w7yfMw).</p>	
20th June	<p>Performance and Response preparation (written exam). Focus on section B: Review of live theatre production. Watch production and identify how the intention is conveyed to the audience. Use of structures and model responses. Resources (Knowledge organisers, BBC Bitesize; Google classroom.</p>	
27th June		
4th July (inset 4th)		
11th July		
18th July (academy closes 20th July)		

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