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Principal: Mrs C Stanyer

Subject: Drama

Year 10 Curriculum Map 2025 - 26

Week Commencing	Topic (including links to additional resources)	Assessment Window
Staff INSET 01/09 Students Return 02/09	'Devising Drama' Component – 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).	
08/09/2025	Devising Drama Component – 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).	
15/09/2025	Devising Drama Component – 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).	
22/09/2025	Devising Drama Component – 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).	
29/09/2025	Devising Drama Component – 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).	
06/10/2025	Devising Drama Component - 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).	
13/10/2025	Devising Drama Component – 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=AX5gggtQ6M	
20/10/2025	Devised performance preparation for AR1. Students work within their groups to devise a section of drama in that supports their chosen theme.	
October Half Term		
03/11/2025	Assessment of devised scenes and relevant written portfolio	

Ormiston Meridian Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



10/11/2025	DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvement	
17/11/2025	Component 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_wiec/devisedperformance/taskone5.shtml; Frantic assembly theatre).	
24/11/2025	Component 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).	ROA
01/12/2025	Component 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).	ROA
08/12/2025	Component 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).	ROA
15/12/2025	Component 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.)	ROA
Christmas Break		
05/01/2026	Component 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.)	CR
12/01/2026	Component 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.)	CR
19/01/2026	Component 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.)	
26/01/2026	Component 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; http://www.ocr.org.uk/Images/242630-specification-accredited-gcse-drama-j316.pdf)	
02/02/2026	Devised process preparation for AR2. In groups students to devise a scene that supports their chosen intention. Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
09/02/2026	Component 1 (Devising Drama) - polishing process. Students need to ensure that their devised scenes for AR2 are rehearsed.	
February Half Term		
23/02/2026	Component 1 (Devising Drama) - polishing process. Assessment of devised scenes and relevant sections of written portfolio.	
02/03/2026	DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvement	

09/03/2026	Component 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.)	
16/03/2026	Component 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.)	
23/03/2026	Component 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.)	
Easter Break		
13/04/2026	Component 1 (Devising Drama) – focus on written support for the devising Component. Students need to have completed research, initial ideas, and development of ideas. Exemplars provided as a structure. Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
20/04/2026	Component 1 (Devising Drama) – focus on written support for the devising Component. Focus on analysis of each scene. Exemplars provided as a structure. Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
27/04/2026	Component 1 (Devising Drama) – focus on written support for the devising Component. Focus on character development – role on the wall; character profile, hot-seating activity. Exemplars provided as a structure. Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
04/05/2026	Component 1 (Devising Drama) – focus on written support for the devising Component. Focus on intention cards; costume and make-up templates. Exemplars provided as a structure. Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
11/05/2026	Component 2: Performing a Text' exploration – introduction to theme and characters of text. Identify effects of leaving school for themselves and compare to the characters in the text. Explore opening scene using a range of dramatic conventions. http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/	
18/05/2026	Component 2: Performing a Text' exploration – identify conventions such as the absent character and how to convey this effectively. Practical exploration of how to bring to life scenes in text. Focus on the use of semiotics to support intention of the scenes. http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/	
May Half Term		
01/06/2026	Performing a Text' exploration – identify how to convey the intention effectively. Watch exemplars to support this process Practical exploration of how to bring to life scenes in text. Focus on career interviews and how to develop monologues for group performance. Focus on the use of semiotics to support intention of the scenes. http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/	
08/06/2026	Performing a Text' exploration – identify how to convey the intention effectively. Watch exemplars to support this process. Practical exploration of how to bring to life scenes in text. Focus on the use of non-naturalistic techniques and dramatic conventions: freeze frames; use of lighting; split staging; music; lighting; absent character. Focus on the use of semiotics to support intention of the scenes. http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/	Y10 MOCK
15/06/2026	Performing a Text' exploration – identify how to convey the intention effectively. Discuss, annotate and experiment with how to perform the scene. Choice of scene to direct and perform as part of mock controlled assessment. Direct/design and perform process. Introduction to Concept Pro-Forma. http://www.ocr.org.uk/Images/328619-concept-pro-forma.pdf	Y10 MOCK
22/06/2026	Performing a Text' exploration – Practical exploration of how to bring to life scenes in text. Direct/design and perform process. Identify use of semiotics to support intention of the scenes. http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/	Y10 MOCK
29/06/2026	Critical Reflection: DDI for AR1: Wave 1 and Wave 2. Reassessment of key areas of study.	
06/07/2026	Performing a Text' exploration – Practical exploration of how to bring to life scenes in text. Direct/design and perform process. Identify use of semiotics to support intention of the scenes. http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/	

13/07/2026	Performing a Text' exploration – Practical exploration of how to bring to life scenes in text. Direct/design and perform process. Polishing scenes. Identify use of semiotics to support intention of the scenes. http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/	
20/07/2026	Performing a Text' exploration – Practical exploration of how to bring to life scenes in text. Direct/design and perform process. Polishing scenes. Identify use of semiotics to support intention of the scenes. http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/	