Drama Year 10 Curriculum Map 2026/27

Week Commencing	Topic	Assessment
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).	
07/09/2026	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).	
14/09/2026	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).	
21/09/2026	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).	LC – research and initial ideas of stimulus
28/09/2026	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).	
05/10/2026	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).	
12/10/2026	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=-AX5ggqtQ6M	LC – devising part of selected scene to support the intention
19/10/2026	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		
02/11/2026	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.)	
09/11/2026	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.)	LC – completed research and initial ideas of stimulus
16/11/2026	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.)	
23/11/2026	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.) Assessment of devised scenes and relevant written portfolio	**AR1 ROA**
30/11/2026	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_wjec/devisedperformance/taskone5.shtml; Frantic assembly theatre).	**AR1 ROA**
07/12/2026	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).	**AR1 ROA**

14/12/2026	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).	**AR1 ROA**
Christmas Break		
04/01/2027	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).	
11/01/2027	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.)	
18/01/2027	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.)	LC – devising scene to support the intention
25/01/2027	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.)	
01/02/2027	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.)	
08/02/2027	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)	LC – written analysis of scenes.
February Half Term		
22/02/2027	Devised process preparation. In groups students to devise a scene that supports their chosen intention. Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	
01/03/2027	Component 1 (Devising Drama) - polishing process. Students need to ensure that their devised scenes are rehearsed.	
08/03/2027	Component 1 (Devising Drama) - polishing process. Assessment of devised scenes and relevant sections of written portfolio.	LC – devising part of selected scene to support the intention. Section 2: analysis of scenes.
15/03/2027	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.)	
22/03/2027	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		
12/04/2027	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.)	LC – devising part of selected scene to support the intention
13/04/2027	Rehearse and polish devised scenes.	

26/04/2027	Rehearse and polish devised scenes.	LC – dress rehearsal
03/05/2027	Perform scenes (filmed for GCSE).	
10/05/2027	Component 3: 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? https://www.youtube.com/watch?v=wZsd__wvoF0	
17/05/2027	Component 3: Performance and Response preparation (written exam) Introduction to 'Blood Brothers' – plot. What do we learn about the brothers in the second Act? What difference does the move make to their lives? Preparation for AR2. Resources (Knowledge organisers, BBC Bitesize; Google classroom.)	LC – exam question responses
24/05/2027	Component 3: 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'? Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=dvek0bj451Y)	**AR2 ROA**
May Half Term		
07/06/2026	Component 3: 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).	**AR2 ROA**
14/06/2026	Component 3: 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=l1BombT7qj0	**AR2 ROA**
21/06/2026	Component 3: 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)	**AR2 ROA**
27/06/2026	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/	
05/07/2027	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/	LC – bringing a scene to life.
12/07/2027	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/	