

OCR GCSE Year 10 Drama Curriculum Map 2024-26

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1 & 2	<p>Devising drama</p> <p>Learners will research and explore a stimulus, work collaboratively and create their own devised drama.</p>	<ul style="list-style-type: none"> research undertaken and how this has informed the development of the drama or design how to develop an idea to progress from a simple to a more complex stage use research to inform creative decisions when devising their drama <ul style="list-style-type: none"> examine the social, cultural or historical context of the chosen stimulus how to plan, create and structure drama 	<ul style="list-style-type: none"> Use research to inform creative decisions when devising drama Examine social, cultural or historical context of the chosen stimulus explain how research has impacted on their artistic intentions show the progression of their idea from initial thoughts to the realised form select ideas to create engaging drama clearly document the development of the performance during the devising process through the use of a portfolio plan for effective use of rehearsals
<p>Spring 1 &2</p> <p>Summer 1</p>		<ul style="list-style-type: none"> how workshops can move the development of the performance forward how to rehearse in preparation for a performance to an audience • how to make plans for the structure/form of an artefact – set, costume, lighting, sound how to edit and adapt the work in progress as a result of new ideas or the development of the drama how to examine in detail the process of creating drama and measure the impact on a live audience how to communicate meaning to an audience through engaging drama. 	<ul style="list-style-type: none"> refine and amend work throughout the devising process so that clear dramatic intentions are communicated to the audience analyse and evaluate decisions and choices made during the process of creating drama apply performance or design skills to performance for an audience explain the changes made to their drama with reference to their artistic intentions and explain the intended impact on the audience evaluate their final piece of devised drama use accurate subject specific terminology

<p>Summer 2</p>	<p>Drama Performance and response</p> <p>Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.</p> <p>in Section A: study a whole performance text.</p> <p>in Section B: analyse and evaluate the work of others through watching live drama and theatre.</p>	<p>the contexts of their chosen text including:</p> <ul style="list-style-type: none"> ◦ social ◦ historical (time set and period written) ◦ cultural <p>the theatrical conventions of the period in which their text was created</p> <p>the characteristics of their performance text including:</p> <ul style="list-style-type: none"> ◦ genres ◦ structure ◦ characters ◦ form and style ◦ theatrical setting (place) ◦ plot and subplot ◦ dialogue ◦ stage directions <p>how meaning is communicated through:</p> <ul style="list-style-type: none"> ◦ the use of performance space and spatial relationships on stage ◦ the relationship between performers and audience ◦ the design of: set, props, costume, lighting and sound ◦ an actor's vocal and physical interpretation of character ◦ the use of performance conventions. 	<p>define how the social, historical and cultural contexts have an effect on the chosen performance text</p> <p>explore and identify the characteristics of a text through practical preparation work and be able to explain the impact they have on a performance text</p> <p>select examples from their own practical study which demonstrate knowledge and understanding of the full range of characteristics of the performance text</p> <p>identify how a range of genres may have been used to inform the characteristics of the performance text</p> <p>identify how meaning is communicated within the performance text</p> <p>evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text.</p>
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OCR GCSE Year 11 Drama Curriculum Map 2025-26

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1 & 2	<p>Presenting and performing texts</p> <p>Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</p> <ul style="list-style-type: none"> study two extracts from one performance text describe their artistic intentions for a performance present two extracts in a showcase. 	<p>why the extract is significant in the context of the whole text</p> <p>the structure of the whole text and the extracts' place within it</p> <p>the social, cultural or historical context of the text</p> <p>the features of the text including:</p> <ul style="list-style-type: none"> genre structure character form and style dialogue the role of stage directions <p>how to communicate effectively using:</p> <ul style="list-style-type: none"> the semiotics of drama the skills of a performer or designer performance conventions 	<ul style="list-style-type: none"> interpret the texts so that the playwright's intention can be communicated demonstrate the principles that will underpin their response to the key extracts through performance or design apply their knowledge of genre, style and theatrical conventions to the way they will perform or design use performance space effectively develop a character or design and demonstrate the way it interacts with other characters or with stage artefacts

Spring 1	<p>Presenting and performing texts</p> <p>Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</p> <ul style="list-style-type: none"> • study two extracts from one performance text • describe their artistic intentions for a performance • present two extracts in a showcase. 	<ul style="list-style-type: none"> • how performance texts can be presented to an audience • the intention of the playwright • theatrical conventions • how to interpret character through voice, movement and language • the use of performance space • the semiotics of theatre as exemplified by the text studied • the relationship between performer and audience • how the different aspects of design impact on the whole creative experience for both performer and audience • the importance of rehearsal including time management and preparation. 	<ul style="list-style-type: none"> • either: present a complete performance of the extracts with lines learnt, performance rehearsed and refined, performance skills used, intention of the playwright demonstrated and audience engaged • or: present a complete realised design for both extracts with final designs, artefacts, models or sets completed, as appropriate, intention of the playwright demonstrated and audience engaged • use rehearsals effectively to rehearse or make, and to adapt and refine their performance or design as appropriate.
Spring 2	<p>Written exam in Section A: study a whole performance text.</p>	<ul style="list-style-type: none"> • contemporary staging including: <ul style="list-style-type: none"> ◦ apron ◦ black box ◦ in the round ◦ promenade 	<ul style="list-style-type: none"> • evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text • state advantages and disadvantages for the decisions made directing, acting and designing for a performance • apply knowledge and understanding of the development of drama and performance to the studied performance text.

		<ul style="list-style-type: none"> the role of theatre makers in contemporary professional practice, including: <ul style="list-style-type: none"> actors choreographer costume designer director lighting designer lyricist playwright set designer sound designer stage managers understudy Acting skills including: <ul style="list-style-type: none"> blocking characterisation improvisation vocal techniques an actor might use to communicate a role communication through physicality and the use of body language, facial expression and gesture the use of semiotics <p>the design and use of a set including:</p> <ul style="list-style-type: none"> composite sets non-naturalistic sets <p>the development of character through the creation and use of:</p> <ul style="list-style-type: none"> costume hair and makeup masks 	
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Summer 1/2	<p>Written exam</p> <p>in Section B: analyse and evaluate the work of others through watching live drama and theatre.</p>	<ul style="list-style-type: none"> • the meaning of drama and theatre terminology used by theatre makers • how genre is used in live performance to communicate meaning to an audience • how to analyse a live theatre performance • how to evaluate the work of others, drawing considered conclusions. 	<ul style="list-style-type: none"> • select and use appropriate subject-specific terminology • discuss, analyse and evaluate how meaning is created and communicated through live theatre using their knowledge and understanding of drama • analyse and evaluate the acting, design and the characteristics of the performance text seen

WJEC (Eduqas) Year 11 TECHNICAL AWARD PERFORMING ARTS Curriculum Map 2024-25

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	Unit 2 - Creating	<p>Refining original work.</p> <p>Over the half term, the students will cover the following areas:</p> <ul style="list-style-type: none"> • Researching • continuation of task 2 • competition of task 3 and four • Practical workshops • Exploring • Developing • How to interpret a devised theme or idea. • How to select appropriate sections of script. • Approaches to rehearsal. • How to perform their chosen extract in front of an audience. • How to use technical elements within their performance. • How to document the rehearsal and performance process through their logbook. • Internally assessed. • Moderated by WJEC 	<p>As part of their developing drama, students should be able to demonstrate the following:</p> <ul style="list-style-type: none"> • respond to feedback from professionals (e.g., the teacher, specialist designers) • respond to feedback from peers • respond to audience feedback • evaluate the success of the original piece(s) in terms of the brief created in • review their own skills and how these have been used and exemplified. • respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would not been acted on.
Autumn 2	Unit 3 - Performing Arts in Practice.	<p>Students receive a commission. Plan a performance Pitch this to the Arts Council</p> <p>In this unit learners will gain, develop and demonstrate knowledge and understanding</p>	<ul style="list-style-type: none"> • Recognise subject specific vocabulary from exam questions. • Understand how a commission brief in performing arts works. • Use various media to advertise and promote a production.

		<p>of the skills and techniques needed to create and refine original work in the performing arts.</p> <p>This is closely aligned to the Industry of the Arts.</p> <p>This is in response to a creative brief.</p>	<ul style="list-style-type: none"> ● Recognise key theatrical positions and locations. ● Discuss and evaluate examples of productions they have seen.
Spring 2 & Summer 1	Unit 3 - Performing Arts in Practice.	<p>Students present pitch/performance work which is recorded by us and sent securely to the exam board to be marked.</p>	<ul style="list-style-type: none"> ● Recognise subject specific vocabulary from exam questions. ● Understand how a commission brief in performing arts works. ● Use various media to advertise and promote a production. ● Recognise key theatrical positions and locations. ● Discuss and evaluate examples of productions they have seen