

Year 10 Drama Curriculum Plan

| Term 1 | Key concept/ | Overview of the unit | Assessment | Cross Curricular Skills | Suggested reading material and websites: |
|-------------|-----------------|----------------------|-----------------|---|--|
| Practical | Key question | unit | Mock | Literacy: Students will be required to | Set text |
| Component | Devising from | Students are | assessment of | understand and use accurate subject- | |
| 1: Devising | a chosen | introduced to | the devising | specific terminology. They will explore | Rehearsal in studio. |
| Drama | stimulus from | devising from a | process and | how to demonstrate knowledge and | |
| | the OCR | stimulus. Learning | performance | understanding of how drama is | Language for learning dictionary |
| | practice exam | how to work | | developed, performed and responded to. | a grage a same grave a y |
| | board | collaboratively and | | | |
| | stimulus | independently to | | Numeracy: Students will work out | |
| | paper | create, develop, | | grading systems | |
| | | perform and | | | |
| | | evaluate their own | | Thinking Skills: Students will take part in | |
| | | piece of devised | | a range of paired and group-work | |
| | | drama. | | activities to develop their team-work skills. | |
| | | | | Understand how to use research to inform | |
| | | | | creative decisions when devising drama | |
| Theory | Introduction to | Section A: | Written | | |
| Component | written exam: | Students are | evaluation of a | | |
| 3: | Students | introduced to the | live theatre | | |
| Performance | study a set | set text provided | performance. | | |
| and | text and live | by the exam board | | | |
| Response | theatrical | Section B: | Mock | | |
| (Written | performance | Students analyse | assessment of | | |
| exam) | | and evaluate a live | section A | | |
| | | theatre | | | |
| | | performance | | | |



| Term 2 Practical Component 1: Devising Drama | Devising from a chosen stimulus from the OCR exam board stimulus paper | In groups students will create and refine their own devised performance based on a chosen stimulus from the exam board paper. | Students complete final filmed devised performance. This will be marked by the teacher and externally moderated by the exam board. | Literacy: Students will examine exemplar portfolios and build on their use of key terminology. Explain how research has impacted on their artistic intentions Numeracy: Students will work out grading system and examine marking boundaries and criteria. Thinking Skills: Students will need to | OCR Exam board stimulus paper Examples of candidate exemplar portfolio work Rehearsal in studio Language for learning dictionary |
|---|--|---|--|---|---|
| Theory Component 1: Devising Drama | Students will provide an accompanying written portfolio | In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance. | Students will submit their accompanying portfolio of evidence to support their devised performance. | plan, create and structure drama and support each other in the classroom and through independent rehearsal time to prepare for a performance. Students will analyse and evaluate the work of others outside their peer group. | |
| Term 3 Practical Component 2: Presenting and Performing texts | Students will be introduced to working from a script and will begin to practically explore the set text | Using the set text and other diverse scripts, students will begin to develop and apply theatrical skills in acting to explore these plays. They will understand the artistic intention and how to apply this in performance to communicate meaning to an audience | Mock assessment of scripted scenes | Literacy: Understand how to interpret a script so that the play writes intentions can be communicated Revise set text, use revision resources and revisiting classwork and exam questions for their final year 10 exam. Numeracy: Students will examine grading criteria and results. Thinking Skills: Students will peer assess written and practical work. Pupils will refine scripted performances with an understanding of the social, historical and cultural context of the text. | Set text OCR mock exam paper Rehearsal in studio Language for learning dictionary Theory folder for revision |



| 3: refine refine written and on the | their knowledge and understanding of how drama is the set text developed, performed and standard stand | | |
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