

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2025-26 – Drama

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (20 Lessons) (38Days)				
Tues 2-Sep Tues Y7 only Wednesday-whole school	A	1	<p><u>Component 1- understanding Theatre</u></p> <p>This component is a <i>written examination</i> assessing students' knowledge and understanding of drama and theatre. It includes the study of a set play and an analysis and evaluation of live theatre.</p> <p>Section A- Develop understanding of key theatre roles () and staging configurations.</p> <p>Section B- Explore Blood Brothers practically and theatrically.</p> <p>Section C- Live Theatre analysis and review Develop skills to:</p> <ul style="list-style-type: none"> Analyse acting, design elements, and staging Evaluate effectiveness and impact Support views with examples <p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: Themes and context Lesson 2: Understanding the plot of Blood Brothers Lesson 3: Explore the character of Mrs Johnstone Lesson 4: Understanding the 8 mark question Lesson5: The contrast between Mrs Lyons and Mrs Johnstone Lesson6: costume designer- 4 mark question Lesson 7: Exploring the 12 mark question Lesson 8: exploring physical and vocal delivery Lesson 9: Practically exploring the characters: Mickey and Edward. Lesson 10: Understanding effective rehearsal techniques. Lesson 11: AT Performance Lesson 12: Analysing the contrast between Mrs Johnstone and Mrs Lyons Lesson 13: Exploring the theme of social class inequality with in Blood Brothers.</p>	<ul style="list-style-type: none"> Foundational Concepts: page to stage, theatre history, genre conventions <p>Tier 2/3 Vocabulary: stage configurations, proscenium arch, thrust staging, proxemics, levels, tone, accent, articulation, dialect</p> <ul style="list-style-type: none"> Links to wider disciplinary knowledge/cultural capital: Genre conventions, 1980's Britain Careers links: Playwright, actor, director, set design , stage manager, costume designer <p>Assessment</p> <p>AT- Lesson 11- WWW and EBI- practical</p> <p>AT - Lesson 17 and 18</p> <p>Lesson 20- end of term quiz</p>
8-Sep	B	2		
15-Sep (INSET Friday)	A	3		
22-Sep	B	4		
29-Sep	A	5		
6-Oct	B	6		
13-Oct	A	7		
20-Oct	B	8		

			<p>Lesson 14: Planning a 20 mark question</p> <p>Lesson 15: Key plot points in Act 1</p> <p>Lesson 16: Understanding the requirements of set design- 4 mark question.</p> <p>Lesson 17: Analysing: 4 mark, 8 mark and 12 mark question</p> <p>Lesson 18: 20 mark question</p> <p>Lesson 19: contrast in education between Mickey and Eddie.</p> <p>Lesson 20: Mickey and Eddie’s developing relationship</p> <p><u>Unit Learning Outcomes:</u></p> <p>GW: You can apply the themes and context in Blood Brothers</p> <p>EB: You can perform using an accent to show the character class differences.</p> <p>EW: You can structure a 20 mark question applying themes and context.</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td>Page to stage: The crucible</td><td>Component 1: Blood Brothers</td><td>Component 3: Text in Practice</td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)	Page to stage: The crucible	Component 1: Blood Brothers	Component 3: Text in Practice	
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
Page to stage: The crucible	Component 1: Blood Brothers	Component 3: Text in Practice								
Half-Term7 weeks (18 lessons) (35 Days)										
3-Nov	A	9	<p><u>Component 1 – understanding Theatre</u></p> <p>This component is a <i>written examination</i> assessing students’ knowledge and understanding of drama and theatre. It includes the study of a set play and an analysis and evaluation of live theatre.</p> <p>Section A- Develop understanding of key theatre roles () and staging configurations.</p> <p>Section B- Explore Blood Brothers practically and theatrically.</p> <p>Section C- Live Theatre analysis and review Develop skills to:</p> <ul style="list-style-type: none">Analyse acting, design elements, and stagingEvaluate effectiveness and impactSupport views with examples	<ul style="list-style-type: none">Foundational Concepts: page to stage, theatre history, genre conventions <p>Tier 2/3 Vocabulary: stage configurations, proscenium arch, thrust staging, proxemics, levels, tone, accent, articulation, dialect</p> <ul style="list-style-type: none">Links to wider disciplinary knowledge/cultural capital: Genre conventions, 1980’s BritainCareers links: Playwright, actor, director, set design , stage manager, costume designer <p>Assessment</p> <p>Lesson 18- AT- 32 mark question</p>						
10-Nov	B	10								
17-Nov	A	11								
24-Nov	B	12								
1-Dec	A	13								
8-Dec	B	14								
15-Dec	A	15								

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		<p><u>Lesson Sequence of Content:</u> Lesson 1: To explore the <u>repetition in Mickey and Eddies meeting</u> Lesson 2: The four mark question: lighting, sound, costume and set Lesson 3: explore Mrs Lyons deterioration- 8 mark question practice Lesson 4: understanding of the expectation of detail required within the 12 mark question. Lesson 5: explore the use of <u>contrast</u> through the characters Mrs Johnstone and Mrs Lyons. Lesson 6: practical ideas for Mrs Johnstone and Mrs Lyons. Lesson 7: To gain understanding of the key plot points in the rest of Act 2. Lesson 8: 20 mark question- the character of Linda Lesson 9: rehearsal for practical showcase Lesson 10: showcase Lesson 11: watching a live production of Blood Brothers Lesson 12: Introduction to Section C- live theatre review/exploring the themes, context and characters. Lesson 13:Watching Live Theatre- Billy Elliot Lesson 14: Watching live Theatre- Billy Elliot Lesson 15: Writing a section C introduction paragraph. Lesson 16: Key scenes – Billy Elliot Lesson 17- Planning a 32 mark response Lesson 18- writing a 32 mark question</p> <p><u>Unit Learning Outcomes:</u> GW: You can recall key points on: character, plot and themes. EB: Explain how performance and design elements contribute to meaning and impact. EW: Evaluate live theatre using subject-specific language and reference to specific moments.</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td>Page to stage: The Crucible</td><td>Component 1: Blood Brothers and Section C</td><td>Component 3: Text in Practice</td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)	Page to stage: The Crucible	Component 1: Blood Brothers and Section C	Component 3: Text in Practice	
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Page to stage: The Crucible	Component 1: Blood Brothers and Section C	Component 3: Text in Practice							
Christmas Holiday		6 weeks (15 lessons) (30 Days)							

5-Jan	B	16	<p>In this unit, you will create your own piece of original drama. You will start from a stimulus (an idea or material that inspires you) and develop a performance as a group. You will also explore the techniques and styles of professional theatre practitioners to shape and influence your work.</p> <p>Practitioners in practice – devising from a stimulus</p> <p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: Stanislavski's principles</p> <p>Lesson 2: Stanislavski's method into performance: Magic if and given circumstance</p> <p>Lesson 3: Exploring the principles of Brechtian Theatre</p> <p>Lesson 4: The V effect</p> <p>Lesson 5: The Frantic Method</p> <p>Lesson 6: understanding of a stimulus and to apply practitioners' methodologies and techniques.</p> <p>Lesson 7: Applying theatre practitioners' methods to create a devised performance.</p> <p>Lesson 8: Rehearsal / writing Dramatic intentions</p> <p>Lesson 9: AT performance (practitioners in practice)</p> <p>Lesson 10: Introduction to component 2 stimulus/research</p> <p>Lesson 11-15: Section A- initial response to stimulus</p> <p><u>Unit Learning Outcomes:</u></p> <p>GW: Respond creatively to a stimulus to generate ideas for performance</p> <p>BI: Collaborate effectively to develop and rehearse an original piece</p> <p>EW: Research and apply the methods of influential theatre practitioners</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td>Introduction to practitioners</td><td>Component 2: Devising theatre</td><td>Component 3: Text in Practice</td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)	Introduction to practitioners	Component 2: Devising theatre	Component 3: Text in Practice	<ul style="list-style-type: none">Foundational Concepts <p>Tier 2/3 Vocabulary: Devising, stimulus, physical theatre, proxemics, levels, epic theatre, alienation</p> <p>Foundational concepts: Drama tool kit, understanding theatre</p> <p>Links to wider disciplinary knowledge/cultural capital: Theatre practitioners</p> <p>Careers links: Actor, Theatre practitioner, director</p> <p>Assessment</p> <p>AT – lesson 9- practitioners in practice- WWW and EBI</p>
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
Introduction to practitioners	Component 2: Devising theatre	Component 3: Text in Practice								
12-Jan	A	17								
19-Jan	B	18								
26-Jan	A	19								
2-Feb	B	20								
9-Feb	A	21								

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Half-Term			6 weeks (15 lessons) (28 Days)							
23-Feb	B	22	<p><u>Component 2: Devising</u></p> <p>In this unit, you will create your own piece of original drama. You will start from a stimulus (an idea or material that inspires you) and develop a performance as a group. You will also explore the techniques and styles of professional theatre practitioners to shape and influence your work.</p> <p><u>Lesson Sequence of Content:</u> Lesson 1-9: Rehearsal for devised pieces Lesson 10- practical mock performance Lesson 11- planning section 1 responses on logbooks Lesson 12- writing section 1- response to stimulus Lesson 13/14: component 1 revision Lesson 15: component 1 walk through</p> <p><u>Unit Learning Outcomes:</u> GW: Respond creatively to a stimulus to generate ideas for performance BI: Collaborate effectively to develop and rehearse an original piece EW: Complete your first draft of component 2- section 1: initial response to a stimulus</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td>Introduction to practitioners</td><td>Component 2: devising</td><td>Component 3: text in practice</td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)	Introduction to practitioners	Component 2: devising	Component 3: text in practice	<ul style="list-style-type: none">Tier 2/3 Vocabulary Devising, stimulus, physical theatre, proxemics, levels, epic theatre, alienation <p>Foundational concepts: Drama tool kit, understanding theatre</p> <p>Links to wider disciplinary knowledge/cultural capital: Theatre practitioners</p> <p>Careers links: Actor, Theatre practitioner, director</p> <p>Assessment</p> <p>AT- practical performance lesson 10-WWW and EBI</p> <p>ST1- Component 1: Section A- Develop understanding of key theatre roles () and staging configurations. Section B- Blood Brothers Section C- Live Theatre analysis and review</p>
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
Introduction to practitioners	Component 2: devising	Component 3: text in practice								
2-Mar	A	23								
9-Mar	B	24								
16-Mar	A	25								
23-Mar	B	26								
30-Mar (finish Wednesday 1 st April)										
	A	ST1								
Easter Holiday			5 weeks (13 lessons) (24 Days)							
20-Apr	B	ST1	<p><u>Component 2 Devising</u></p> <p>In this unit, you will create your own piece of original drama. You will start from a stimulus (an idea or material that inspires you) and develop a performance as a group. You will also explore the</p>	<ul style="list-style-type: none">Tier 2/3 Vocabulary Devising, stimulus, physical theatre, proxemics, levels, epic theatre, alienation <p>Foundational concepts: Drama tool kit, understanding theatre</p> <p>Links to wider disciplinary knowledge/cultural capital: Theatre practitioners</p>						
27-Apr	A	29								
4-May (Bank holiday Mon)	B	30								
11-May	A	31								
18-May	B	32								

			<p>techniques and styles of professional theatre practitioners to shape and influence your work</p> <p><u>Lesson Sequence of Content:</u> Lesson 1 and 2: feedback on section 1 written logbooks Lesson 3-8- rehearsal- devising from a stimulus Lesson 9: performance Lesson 10-13: section 2- development and collaboration</p> <p><u>Unit Learning Outcomes:</u></p> <p>GW: Respond creatively to a stimulus to generate ideas for performance BI: Collaborate effectively to develop and rehearse an original piece EW: Complete your first draft of component 2- section 2: collaboration and development</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td>Introduction to practitioners</td><td>Component 2: devising</td><td>Component 3:Text in Practice</td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)	Introduction to practitioners	Component 2: devising	Component 3:Text in Practice	<p>Careers links: Actor, Theatre practitioner, director</p> <p>Assessment</p> <p>Lesson 1 and 2- feedback on section 1: response to stimulus AT performance- lesson 9 – WWW and EBI</p>
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
Introduction to practitioners	Component 2: devising	Component 3:Text in Practice								
Half-Term										
7 weeks (18 lessons) (35 Days)										
1-Jun	A	33	<p><u>Component 2- Devising</u></p> <p>In this unit, you will create and perform your own original piece of drama based on a stimulus. You will explore the methods of professional theatre practitioners to develop your ideas and shape your performance. Alongside your practical work, you will keep a Devising Logbook, which records and evaluates your process.</p> <p><u>Lesson Sequence of Content:</u> Lesson 1-writing statement of Dramatic intentions Lesson 2-9- rehearsal for devised performance Lesson 10- tech rehearsal Lesson 11- tech rehearsal Lesson 12- dress rehearsal Lesson 13- component 2 performances Lesson 14- complete section 2: development and collaboration</p>	<ul style="list-style-type: none">Tier 2/3 Vocabulary Devising, stimulus, physical theatre, proxemics, levels, epic theatre, alienation <p>Foundational concepts: Drama tool kit, understanding theatre</p> <p>Links to wider disciplinary knowledge/cultural capital: Theatre practitioners</p> <p>Careers links: Actor, Theatre practitioner, director</p> <p>Assessment</p> <p>Lesson 1 and 2- feedback on section 1: response to stimulus AT performance- lesson 9 – WWW and EBI</p>						
9-Jun	B	34								
16-Jun	A	35								
23-Jun	B	36								
30-Jun	A	37*								
7-Jul	B	38*								
14-Jul										
	A	39*								

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			<p>Lesson 15-18- section 3: evaluation and analysis</p> <p><u>Unit Learning Outcomes:</u></p> <p>GW: Perform confidently with clear characterisation and purposeful use of vocal and physical skills</p> <p>EB: Integrate practitioner techniques skilfully to create sophisticated dramatic impact</p> <p>EW: Write a comprehensive logbook that critically evaluates your process and performance with insight and clarity.</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td>Introduc tion to practitio ners</td><td>Compon ent 2: devising</td><td>Compon ent 3: Text in practice</td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)	Introduc tion to practitio ners	Compon ent 2: devising	Compon ent 3: Text in practice	
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Introduc tion to practitio ners	Compon ent 2: devising	Compon ent 3: Text in practice								
(Total: 190 Days)										

*Weeks 37-39 are likely to be impacted by college visits, year rewards trip, sports day and work experience week.

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
 - For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?