

Year 2025-2026		Drama					
	Autumn		Spring		Summer		
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2	
	Introduction to GCSE Drama/ Practitioner Influences	Component 1 - Devising Theatre	Component 1 - Devising Theatre	Component 1 - Devising Theatre	Component 3- Written Exam	Component 3- Written Exam	
Scheme of Work							
Knowledge and Skills (key threshold concepts)	Understanding key baseline terms for the GCSE Course and an introduction to key practitioners such as Bertolt Brecht and Konstantin Stanislavski. In-depth analysis of a selected play (Noughts & Crosses by Malorie Blackman), including plot, themes, character development and stylistic features. Exploration of different genres such as tragedy, comedy, and historical drama and their stylistic conventions. Insights into the roles of playwrights, directors, actors, designers and stage managers in theatre production. Knowledge of how lighting, sound, costume and set design contribute to a theatrical performance.	Understanding different devising methods such as improvisation, brainstorming and collaboration. Developing a concept from initial idea to final performance, including research, scripting and rehearsal. Exploring various stimuli (text, image, music) to inspire original drama pieces. Techniques for creating and developing complex characters through workshops and practical exercises. Working effectively in groups, sharing ideas, negotiating and resolving conflicts. Reflecting on the creative process and evaluating both individual and group performances.	Understanding different devising methods such as improvisation, brainstorming and collaboration. Developing a concept from initial idea to final performance, including research, scripting and rehearsal. Exploring various stimuli (text, image, music) to inspire original drama pieces. Techniques for creating and developing complex characters through workshops and practical exercises. Working effectively in groups, sharing ideas, negotiating and resolving conflicts. Reflecting on the creative process and evaluating both individual and group performances.	Understanding different devising methods such as improvisation, brainstorming and collaboration. Developing a concept from initial idea to final performance, including research, scripting and rehearsal. Exploring various stimuli (text, image, music) to inspire original drama pieces. Techniques for creating and developing complex characters through workshops and practical exercises. Working effectively in groups, sharing ideas, negotiating and resolving conflicts. Reflecting on the creative process and evaluating both individual and group performances.	Understanding key subect specific terminology, such as stage types and roles and responsibilities within theatre. Insights into the roles of playwrights, directors, actors, designers and stage managers in theatre production. In-depth analysis of a selected play, 'Noughts & Crosses', including plot, themes, character development, and stylistic features. Knowledge of how lighting, sound, costume and set design contribute to a theatrical performance.	Understanding key subect specific terminology, such as stage types and roles and responsibilities within theatre. Insights into the roles of playwrights, directors, actors, designers and stage managers in theatre production. In-depth analysis of a selected play, 'Noughts & Crosses', including plot, themes, character development, and stylistic features. Knowledge of how lighting, sound, costume and set design contribute to a theatrical performance.	
Why This	Year 10 is pivotal for laying a solid foundation in understanding drama. This component is crucial as it underpins the theoretical knowledge needed for the practical aspects and written exams. Early introduction to diverse texts and styles increases student engagement and stimulates interest in the subject.	Devising allows students to take ownership of their work, increasing motivation and investment in their learning. Developing practical skills in devising is crucial for the GCSE Drama course and helps build confidence and creativity.	Devising allows students to take ownership of their work, increasing motivation and investment in their learning. Developing practical skills in devising is crucial for the GCSE Drama course and helps build confidence and creativity.	Devising allows students to take ownership of their work, increasing motivation and investment in their learning. Developing practical skills in devising is crucial for the GCSE Drama course and helps build confidence and creativity.	Year 10 is pivotal for laying a solid foundation in understanding drama. This component is crucial as it underpins the theoretical knowledge needed for the practical aspects and written exams. Early introduction to diverse texts and styles increases student engagement and stimulates interest in the subject.	Year 10 is pivotal for laying a solid foundation in understanding drama. This component is crucial as it underpins the theoretical knowledge needed for the practical aspects and written exams. Early introduction to diverse texts and styles increases student engagement and stimulates interest in the subject.	
Why Now	Critical thinking, analysis and evaluative skills are developed through this component and are essential for successful progression in the GCSE course.	After gaining theoretical knowledge in Autumn 1, students can now apply this understanding in a practical context.	After gaining theoretical knowledge in Autumn 1, students can now apply this understanding in a practical context.	After gaining theoretical knowledge in Autumn 1, students can now apply this understanding in a practical context. Students will perform their final devised pieced just before the Easter Holidays	Critical thinking, analysis and evaluative skills are developed through this component and are essential for successful progression in the GCSE course.	Critical thinking, analysis and evaluative skills are developed through this component and are essential for successful progression in the GCSE course.	
SMCS Link		Students work collaboratively to create original drama based on real-world issues, allowing them to express personal values and challenge social norms. The devising log encourages reflective thinking and emotional insight.	Fosters teamwork, trust and communication in the creative process. Explores themes like justice, identity and responsibility through devised work. Allows personal expressions of beliefs, emotions and introspective exploration. Encourages exploration of topical issues and diverse viewpoints through performance		Students explore a range of plays from different times and cultures, developing empathy and insight into the human experience. They reflect on social, moral and spiritual issues within texts and consider how theatre communicates powerful messages to an audience. Builds understanding of relationships and society through character and theme analysis. Encourages critical thinking about ethical dilemmas and consequences. Offers reflection on human identity, values and beliefs through dramatic themes. Deepens awareness of theatrical traditions and global perspectives in drama		
Links to Prior Learning	Students build on the basic drama skills and literary analysis learned during Key Stage 3. Prior experience with simpler texts and basic performance skills are extended. Previous group work and communication exercises in KS3 are enhanced by more complex and structured collaborative tasks.	Theoretical knowledge and analytical skills from Component 1 are applied in the creative process of devising. Builds on basic improvisation and group work skills development in earlier years, extending them to more complex projects.	Theoretical knowledge and analytical skills from Component 1 are applied in the creative process of devising. Builds on basic improvisation and group work skills development in earlier years, extending them to more complex projects.	Theoretical knowledge and analytical skills from Component 1 are applied in the creative process of devising. Builds on basic improvisation and group work skills development in earlier years, extending them to more complex projects.	Students build on the basic drama skills and literary analysis learned during Key Stage 3. Prior experience with simpler texts and basic performance skills are extended. Previous group work and communication exercises in KS3 are enhanced by more complex and structured collaborative tasks.	Students build on the basic drama skills and literary analysis learned during Key Stage 3. Prior experience with simpler texts and basic performance skills are extended. Previous group work and communication exercises in KS3 are enhanced by more complex and structured collaborative tasks.	

	Theoretical understanding aids in the creation and development of original drama pieces in Component 2. Analytical skills developed here are directly applicable when students perform to extracts from a text in Component 3. The analytical and evaluative skills are foundations for A-Level Drama and Theatre Studies and other related fields of study.	Skills in creating and developing original work enhance understanding and performance of scripted. Experience in devising contributes to the Devising Log required for the GCSE Assessment. The creative and collaborative skills developed are essential for advances study in Drama and related fields.	Skills in creating and developing original work enhance understanding and performance of scripted. Experience in devising contributes to the Devising Log required for the GCSE Assessment. The creative and collaborative skills developed are essential for advances study in Drama and related fields.	Skills in creating and developing original work enhance understanding and performance of scripted. Experience in devising contributes to the Devising Log required for the GCSE Assessment. The creative and collaborative skills developed are essential for advances study in Drama and related fields.	Theoretical understanding aids in the creation and development of original drama pieces in Component 2. Analytical skills developed here are directly applicable when students perform to extracts from a text in Component 3. The analytical and evaluative skills are foundations for A-Level Drama and Theatre Studies and other related fields of study.	Theoretical understanding aids in the creation and development of original drama pieces in Component 2. Analytical skills developed here are directly applicable when students perform to extracts from a text in Component 3. The analytical and evaluative skills are foundations for A-Level Drama and Theatre Studies and other related fields of study.	
Links to Future Learning							
Assessment and Feedback	Regular quizzes on terminology and concepts. Class discussions and written reflections on set texts. Written exam-style questions on the set text and production elements. End of unit tests evaluating understanding of key concepts and ability to analyse drama. Detailed, constructive feedback on written work to highlight strengths and areas for development. Peer and self-assessment to foster critical reflection and independent learning. One-on-one feedback to address	Ongoing peer and teacher assessments during devising sessions. Regular check-ins on progress and individual contributions. Final performance of the devised piece. Written portfolio documenting the creative process including research, development and evaluation. Constructive feedback on both the process and final performance. Self-assessment and reflection exercises to encourage critical thinking and self-improvement. Group feedback sessions to discuss strengths and areas for	Ongoing peer and teacher assessments during devising sessions. Regular check-ins on progress and individual contributions. Final performance of the devised piece. Written portfolio documenting the creative process including research, development and evaluation. Constructive feedback on both the process and final performance. Self-assessment and reflection exercises to encourage critical thinking and self-improvement. Group feedback sessions to discuss	Final performance of the devised piece is done in this Half-Term . Written portfolio documenting the creative process including research, development and evaluation. Constructive feedback on both the process and final performance. Self-assessment and reflection exercises to encourage critical thinking and self-improvement. Group feedback sessions to discuss strengths and areas for improvement collaboratively.	Regular quizzes on terminology and concepts. Class discussions and written reflections on set texts. Written exam-style questions on the set text and production elements. End of unit tests evaluating understanding of key concepts and ability to analyse drama. Detailed, constructive feedback on written work to highlight strengths and areas for development. Peer and self-assessment to foster critical reflection and independent learning. One-on-one feedback to address individual student	Students sit an exam paper as part of the Year 10 Mock diet during this half-term. Written exam-style questions on the set text and production elements. End of unit tests evaluating understanding of key concepts and ability to analyse drama. Detailed, constructive feedback on written work to highlight strengths and areas for development. Peer and self-assessment to foster critical reflection and independent	