

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
		Component 3- Written Exam	Component 2 - Performing from a Text	Component 2 - Performing from a Text	Component 2 - Performing from a Text	Component 3- Written Exam	
Scheme of Work							
Knowledge and Skills (key threshold concepts)		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' by Malorie Blackman/Dominic Cooke, including plot, themes, character development, and stylistic features. Knowledge of how lighting, sound, costume and set design contribute to a theatrical performance.	Textual analysis: Understanding and analysing the script including themes, characters and content. Developing vocal and physical skills to convey character and emotion. Applying knowledge of stage space, movement and positioning to enhance performance. Techniques for interpreting and bringing characters to life. Incorporating elements such as lighting, sound, costume and set design to support the performance. Reflecting on and evaluating performances, incorporating feedback for improvement	Textual analysis: Understanding and analysing the script including themes, characters and content. Developing vocal and physical skills to convey character and emotion. Applying knowledge of stage space, movement and positioning to enhance performance. Techniques for interpreting and bringing characters to life. Incorporating elements such as lighting, sound, costume and set design to support the performance. Reflecting on and evaluating performances, incorporating feedback for improvement	Textual analysis: Understanding and analysing the script including themes, characters and content. Developing vocal and physical skills to convey character and emotion. Applying knowledge of stage space, movement and positioning to enhance performance. Techniques for interpreting and bringing characters to life. Incorporating elements such as lighting, sound, costume and set design to support the performance. Reflecting on and evaluating performances, incorporating feedback for improvement	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' by Malorie Blackman/Dominic Cooke, 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	Following Components 1 and 2, this component allows students to apply their analytical and creative skills in a performance context.	Following Components 1 and 2, this component allows students to apply their analytical and creative skills in a performance context.	Following Components 1 and 2, this component allows students to apply their analytical and creative skills in a performance context.	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	
Why Now		Critical thinking, analysis and evaluative skills are developed through this component and are essential for successful progression in the GCSE course.	Engaging with scripted texts helps students understand the demands of performing written drama and develops their appreciation for the work of playwrights. Early exposure to scripted performer builds confidence and prepares students for the practical exam.	Engaging with scripted texts helps students understand the demands of performing written drama and develops their appreciation for the work of playwrights. Early exposure to scripted performer builds confidence and prepares students for the practical exam.	Engaging with scripted texts helps students understand the demands of performing written drama and develops their appreciation for the work of playwrights. Early exposure to scripted performer builds confidence and prepares students for the practical exam.	Critical thinking, analysis and evaluative skills are developed through this component and are essential for successful progression in the GCSE course.	
SMCS Link		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	Students interpret and perform extracts from published plays, developing empathy and emotional understanding. They consider the cultural and moral contexts of the text and bring characters to life for an audience. Strengthens interpersonal skills through rehearsal and live performance. Promotes reflection on character decision and the ethical questions raised in texts. Connects students with the emotional journeys of characters and stories. Highlights the significance of theatre in representing voices, communities and experiences across time.			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	Analytical skills from Component 1 are crucial for understanding and interpreting scripts. Creative and collaborative skills developed within the Devising component in Year 10 are transferable to the interpretation and performance of scripted work.	Analytical skills from Component 1 are crucial for understanding and interpreting scripts. Creative and collaborative skills developed within the Devising component in Year 10 are transferable to the interpretation and performance of scripted work.	Analytical skills from Component 1 are crucial for understanding and interpreting scripts. Creative and collaborative skills developed within the Devising component in Year 10 are transferable to the interpretation and performance of scripted work.	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.	
Links to Future Learning	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-	Performing scripted texts is a key assessment conducted as part of the GCSE and is worth 20% of the final grade.	Performing scripted texts is a key assessment conducted as part of the GCSE and is worth 20% of the final grade.	Performing scripted texts is a key assessment conducted as part of the GCSE and is worth 20% of the final grade.	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-	
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	Students do a full written paper as part of the November mock diet.	Students will do a mock performance of their scripted piece which contributes to the assessment data gathered as part of the February mock diet.	Students perform their scripted pieces in front of a visiting examiner from the AQA at the end of this half term.	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	