

SJBC Curriculum Termly Plan: Y10 Drama

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	Component 3: Interpreting theatre	<p>This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <ul style="list-style-type: none"> • Introduction to Noughts & Crosses. Students will be exploring the historical and social context of the play. • Students will be practically exploring the first scene of the play using key vocal and physical skills to communicate the characters' emotions and intentions. • Students will be creating a written response to exam question 'as an actor, how would you communicate the character's' emotions and intentions. • Students will be exploring the actor's vocal and physical interpretation of character. • Students will be exploring the design element 'costume'. • Students will be drawing costume ideas for the main characters in the play and analysis their choices. 	Pitch Pace Tone Volume Accent Body language Gait Facial expressions Gestures Proxemics Movement	Written assessment	Core resources: Booklets Lesson slides
Autumn 2	Component 3: Interpreting theatre	<p>This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <ul style="list-style-type: none"> • Students will be exploring use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene. • Students will be exploring set design and how it can be used to communicate the style and emotions of the play. 		Devised performance Mini portfolio	Core resources:

	Component 1: Devising	<ul style="list-style-type: none"> • Students will be exploring use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene. • Students will be exploring the relationships between performer and audience. • Students will be exploring the actor's vocal and physical interpretation of character. • Students will begin looking at component 1. Students will be learning about different styles of theatre and devising performances using a stimulus. • Introduction to physical theatre using Frantic Assembly. Students will devise a performance using chair duets. • Exploring hymn hands and how it can be used convey emotions and relationships. 			
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Spring 1		<p>Students will explore Component 1: Devising by creating their own original piece of drama from a chosen stimulus, developing ideas through practical workshops, improvisation and research. They will work collaboratively to shape a clear intention and message, experimenting with dramatic techniques, forms and styles before refining their work through focused rehearsals. Alongside the practical process, students will complete a devising portfolio that documents their ideas, creative decisions and development. The term will culminate in a final devised performance, supported by a written evaluation in which students analyse the effectiveness of their work and reflect on their contribution to the process.</p> <ul style="list-style-type: none"> • Investigate a range of stimuli and generate thoughtful, imaginative ideas that deepen our understanding of the devising process and its possibilities. • To expand and shape initial ideas inspired by the stimulus through the application of a variety of drama techniques. • Students will be exploring live theatre and how to analyse and evaluate a performance. • To build and develop convincing characters using key rehearsal strategies and explorative techniques. • To understand and practically explore the key conventions of Brecht's epic theatre. 	Pitch Pace Tone Volume Accent Body language Gait Facial expressions Gestures Proxemics Movement	Written assessment	Core resources: Booklets Lesson slides
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	<p>Component 3: Interpreting theatre</p>	<ul style="list-style-type: none"> • To apply Frantic Assembly movement techniques to enhance the creation of original performance material. • To develop the chosen stimulus further by incorporating Brechtian techniques into the emerging devised piece. <p>This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <ul style="list-style-type: none"> • Students will be practically exploring the first scene of the play using key vocal and physical skills to communicate the characters' emotions and intentions. • Students will be creating a written response to exam question 'as an actor, how would you communicate the character's' emotions and intentions. • Students will be exploring the actor's vocal and physical interpretation of character. • Students will be exploring the design element 'lighting' • Student will be exploring the impact of lighting in a performance and how it can be used to communicate the mood and atmosphere of key scenes. • Students will be drawing costume ideas for the main characters in the play and analysis their choices. 			
<p>Spring 2</p>	<p>Component 1: Devising</p>	<p>Students will explore Component 1: Devising by creating their own original piece of drama from a chosen stimulus, developing ideas through practical workshops, improvisation and research. They will work collaboratively to shape a clear intention and message, experimenting with dramatic techniques, forms and styles before refining their work through focused rehearsals. Alongside the practical process, students will complete a devising portfolio that documents their ideas, creative decisions and development. The term will culminate in a final devised performance, supported by a written evaluation in which students analyse the effectiveness of their work and reflect on their contribution to the process</p> <ul style="list-style-type: none"> • To gain a thorough understanding of different dramatic forms and genres, including their key characteristics and conventions. • To explore how structure and style can be used effectively within devised work to shape meaning and audience response. • To continue developing their devised performance by refining, rehearsing, and making amendments to enhance clarity and 		<p>Devised performance</p> <p>Mini portfolio</p>	<p>Core resources:</p>

	<p>Component 3: Interpreting theatre</p>	<p>impact.</p> <ul style="list-style-type: none"> • To focus on establishing clear artistic intentions that guide the performance and communicate meaning to the audience. • To further refine and polish the devised performance, applying feedback and rehearsal strategies to achieve a cohesive final piece. <p>This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <ul style="list-style-type: none"> • Students will be exploring use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene. • Students will be exploring set design and how it can be used to communicate the style and emotions of the play. • Students will be exploring use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene. • Students will be exploring the relationships between performer and audience. • Students will be exploring the actor's vocal and physical interpretation of character. • Students will begin looking at component 1. Students will be learning about different styles of theatre and devising performances using a stimulus. 			
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Autumn 2	<p>Component 3: Interpreting theatre</p> <p>Component 2: Scripted</p>	<p>This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <ul style="list-style-type: none"> Students will be watching the play 'A view from the bridge' and reviewing the use of key design elements and performance skills used. Students will be exploring set design and how it can be used to communicate the style and emotions of the play. Students will be exploring use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene. Students will be exploring the relationships between performer and audience. Students will be exploring the actor's vocal and physical interpretation of character. <p>Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.</p> <ul style="list-style-type: none"> Students will be exploring how they can apply performing skills to realise artistic intentions in live performance. Students will complete research on their text and work on interpreting their text. 	<p>Set dressing</p> <p>Props</p> <p>Entrances</p> <p>Exits</p> <p>Levels</p> <p>Backdrop</p> <p>Stage flats</p> <p>Scenic devices</p> <p>Proscenium arch stage</p> <p>Thrust stage</p> <p>End on stage</p> <p>Traverse stage</p> <p>In-the-round stage</p>	<p>Devised performance</p> <p>Mini portfolio</p>	Core resources:

Spring 1	Component 2: Scripted Performance	<p>This term, Year 11 students will focus on Component 2 of the Eduqas Drama course, working on a scripted performance. They will deepen their understanding of the text by exploring character development and relationships in detail. Students will learn to apply advanced rehearsal techniques and acting strategies to create authentic, engaging performances. Key elements such as voice, movement, and emotional tension will be explored to enhance characterisation. The unit will culminate in polished group performances, demonstrating their</p>	<p>Pitch</p> <p>Pace</p> <p>Tone</p> <p>Volume</p> <p>Accent</p> <p>Body language</p> <p>Gait</p> <p>Facial expressions</p> <p>Gestures</p>	<p>Written assessment (Evaluation)</p>	<p>Core resources:</p> <p>Booklets</p> <p>Lesson slides</p>
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		<p>used to communicate the style and emotions of the play.</p> <ul style="list-style-type: none">• Students will be exploring use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene.• Students will be exploring the relationships between performer and audience.• Students will be exploring the actor's vocal and physical interpretation of character.			
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