

## Y10 Drama Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	4 <sup>th</sup> September – 20 <sup>th</sup> October	30 <sup>th</sup> October – 15 <sup>th</sup> December	2 <sup>nd</sup> January – 9 <sup>th</sup> February	19 <sup>th</sup> February – 23 <sup>rd</sup> March	9 <sup>th</sup> April – 25 <sup>th</sup> May	4 <sup>th</sup> June – 24 <sup>th</sup> July
<b>Weeks</b>	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
<b>Lessons</b>	7 Lessons	7 lessons	6 Lessons	5 Lessons	5 Lessons	7 Lessons
<b>Inset</b>	4 <sup>th</sup> September, 5 <sup>th</sup> September	-	2 <sup>nd</sup> January	-	-	23 <sup>rd</sup> July, 24 <sup>th</sup> July
<b>Unit Title</b>	Component 1 (Section A and B) and 2	Component 1 (Section A and B) and 2	Component 1 (Section A and B) and 2	Component 1 (Section A and B) and 2	Component 2	Component 1 (Section A and B)
<b>Sequence</b>	Intro to GCSE – expectations (Teacher 1 and 2) Group Dynamics/Team Building (Teacher 1 and 2) Blood Brothers Intro (Teacher 1) Section A Intro (Comp. 1) (Teacher 1) Devising Intro (Teacher 2)	Reading BB and annotating (Teacher 1) Close Textual Analysis (Teacher 1) Devising – groups finalised and project work begins (Teacher 2)	Timelines created for BB (Teacher 1) Character Scaffolding BB (Teacher 1) Extract exploration (Teacher 1) Practical exploration of extracts (Teacher 1) Close annotation and analysis of BB (Teacher 1) Devising continuation (Teacher 2)	Close annotation and analysis of BB (Teacher 1) Approaches to exam question 4 mark and 8 mark question focus (Teacher 1) Devising continuation (Teacher 2)	Devising continuation (Teacher 1 and 2)	Close annotation and analysis of BB (Teacher 1) Approaches to exam question (Teacher 1) 12 mark and Section C focus (Teacher 1) Section C intro (Teacher 2)
<b>Key Building Blocks</b>	Design elements Shape, Tone, Colour, Space, Texture Set Design Stage Positioning Lighting basics Costume Design Stage Configurations Social, Cultural, Historical Context of BB Devising Techniques exploration Frantic Assembly Physical Theatre Applying meaning to movement Working with a stimuli Responding to a theme	Exploration of themes Circle Mapping Class Debate Practical exploration of context Historical context exploration and project work Story Whoosh Physical Theatre Applying meaning to movement Working with a stimuli Responding to a theme	Textual analysis skills Close textual work – subtext, meaning, themes, political, social and historical aims, play write's intentions. Physical Theatre Applying meaning to movement Working with a stimuli Responding to a theme	Textual analysis skills Close textual work – subtext, meaning, themes, political, social and historical aims, play write's intentions. Exam skills Physical Theatre Applying meaning to movement Working with a stimuli Responding to a theme	Exam preparation Rehearsal Analysis Feedback Evaluation Improvement Development	Textual analysis skills Close textual work – subtext, meaning, themes, political, social and historical aims, play write's intentions. Exam skills Section C intro
<b>Retrieval Practices</b>	Do Now activities Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes
<b>Key Skills</b>	Language & Vocabulary Technical terminology learning Character Creation and Development	Language & Vocabulary Evaluation Script work Character Creation and Development	Language & Vocabulary Written communication Analysis Evaluation	Language & Vocabulary Analysis Evaluation Character Creation and Development	Character Creation and Development	Language & Vocabulary Written communication Analysis & Context Application Evaluation
<b>Literacy</b>	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development
<b>Numeracy</b>	Warm-up and focus games.	Warm-up and focus games	Warm-up and focus games	Warm-up and focus games	Warm-up and focus games	Warm-up and focus games
<b>Formative Assessment</b>	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback
<b>Summative Assessment</b>	N/A at this time of year	AP1 Practical Assessment	N/A at this time of year	AP2 Practical assessment	Component 2 GCSE Exam	Links to mercy, empathy, superstition.
<b>Spiritual</b>	Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition.	Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition.	Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition.	Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition..	Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition.	Appreciation of performance and imaginary/fantasy worlds
<b>Moral</b>	Social and Moral issues explored by texts	BB Themes – giving child away, superstitions	Exploring social commentary on different groups.	Moral decisions about consequences for actions of the boys	Exploration of given theme and historical events/figures	Understanding of difficult themes and moral issues in performance
<b>Social</b>	Social and Moral issues explored by texts	Social context of text explored	Social context of text explored.	Social context of text explored.	Social context of Comp. 2 (as devised by students)	Appreciation of Theatre
<b>Cultural</b>	Exposure to BB script and fundamentals of performance	Cultural context of text explored (Liverpool)	Cultural context of text explored (Liverpool)	Cultural context of text explored (Liverpool)	Cultural context of Comp 2. (as devised by students)	Appreciation of theatre
<b>British Values</b>	Tolerance and Respect	Respect, Tolerance, Responsibility	Liberty and Respect	Law, Respect, Responsibility	Links as devised by students	Tolerance and respect
<b>Gatsby 4</b>	TBC	TBC	TBC	TBC	TBC	TBC