

Drama Curriculum Map: 2025-2026

By the end of their time in the drama department, we aim for students to have a holistic combination of practical, subject-specific skills and more general 'life-skills'. These skills (inter-personal skills, effective communication skills and self-awareness) will develop their confidence and prepare them for the challenges of the adult world of work. Moreover, the students who continue to study drama at GCSE will have the capability to begin further study in the area, leading them to a career in the Arts or related industries. Transferable skills in KS3 Drama (including an understanding of body language and facial expression) are invaluable for social and business situations.

A. Formal Curriculum Key Stage 4

Core Content & Skills

By the end of KS4 we want all students of Drama to know and do the following things:

- To collaborate effectively with other students to prepare performance work, using a range of core skills and practitioners' influence. This will be evident in *Component 1: Devising* and *Component 2: Performance from Text*.
- To apply their knowledge and understanding of how drama and theatre is developed and performed through discussion and written tasks. This will be evident in their written portfolios for Component 1 and for *Component 3: Theatre Makers in Practice* (final written exam).
- To perform with confidence, both in lessons and formal assessments. This will be assessed as part of Components 1 and 2.
- To apply understanding of performance skills to extracts from the set text (*DNA*, Dennis Kelly). This will be assessed in Component 3.
- To apply understanding of theatre design to extracts from the set text (*DNA*, Dennis Kelly). This will be assessed in Component 3.
- Analyse and evaluate Live Theatre from the perspective of an audience member, demonstrating understanding of the performance in terms of production elements and performance skills. This will be assessed in Component 3.

The GCSE Drama course has the following structure:

	<ul style="list-style-type: none"> • <i>Component 1: Devising.</i> Students are given two / three starting points and must devise a piece of theatre using their chosen starting point to inspire them. They are assessed on their individual performance in the resulting piece of drama and on the accompanying written portfolio. • <i>Component 2: Text in Performance.</i> Students prepare two extracts of either monologues or duologues (from the same play) for performance. They are assessed by a visiting examiner. • <i>Component 3: Theatre Makers in Practice.</i> Students are required to interpret a set text in performance (our chosen set text is <i>DNA</i>, Dennis Kelly) and evaluate a live theatre performance.
Prior Knowledge & Skills	<p>In KS4, students of Drama will build on the following prior learning:</p> <ul style="list-style-type: none"> • Knowledge and understanding of a range of genres (Greek, Pantomime, Commedia), styles (naturalism, abstract, physical theatre) and practitioners (Rice, Brecht, Gecko, Berkoff) • Experience of working both individually (monologues) and collaboratively (e.g. devised work) • Knowledge and understanding of the ways in which a range of performance skills (vocal and physical) contribute to the communication of intent • Experience of performing in front of the class and using a range of stagecraft skills (basic stagecraft, vocal and physical skills) to make an impact on an audience • Analysis and evaluation of both their own work and that of others (of one another's work and that of professional companies) • Knowledge and understanding of a range of drama terminology (performance and design terminology). • Development and demonstration of the following interpersonal skills: <ul style="list-style-type: none"> • To work positively in groups • To be able to communicate opinions • To listen to others • To be able to see things from other perspectives and have empathy • To be responsible for time-management and to find solutions to problems.
Future knowledge	<p>The Curriculum in KS4 Drama will prepare students for the following future learning:</p> <ul style="list-style-type: none"> • A level/level 3 Drama courses. The curriculum and assessed components in GCSE Drama develop the skills, knowledge, understanding and terminology that prepares students for Edexcel A level Drama

		<p>and Theatre Studies. The A level course structure mirrors that at GCSE with further development provided through the inclusion of more texts and increased challenge. Students continue to be required to devise, perform texts and evaluate the work of others.</p> <ul style="list-style-type: none"> • Degree and post-graduate courses in a range of subjects linked with Drama and English. • The transferable skills are invaluable for further study and employment in unrelated subjects such as counselling, teaching, social-work etc. <p>The A Level Drama and Theatre Studies course has the same basic structure as GCSE although there is greater depth compared with GCSE.</p> <ul style="list-style-type: none"> • <i>Component 1: Devising</i> (students study a complete play and use an extract from the play as the starting point for their devised work. Their devising must also be influenced by a practitioner studied). At GCSE, students are given two / three starting points and must devise a piece of theatre using the starting point to inspire them. The level of challenge is raised with the added text and practitioner to study. Our students begin studying practitioners at Y7 so this is something we begin early on. • <i>Component 2: Text in Performance</i>. Instead of two extracts from the same play (as at GCSE), students must complete two extracts from two different plays. The exam board stipulates that one must be a monologue or duologue and the other must be a group performance. As two plays are being studied, there is greater challenge than at GCSE. • <i>Component 3: Theatre Makers in Practice</i>. One play is studied at GCSE for the written exam. In the A level course, two complete plays (in addition to the ones mentioned above for Components 1 and 2) are studied. The plays' historical and social context is studied in greater depth than at GCSE, when these are given much more superficial treatment. 					
Year 11	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<i>C1: Devising (Coursework)</i> Continue to work in groups to develop the	<i>Y11 Mock Exam takes place</i> <i>C2: Performing monologues and duologues.</i>	<i>C2: Performing monologues and duologues</i> Continue to apply a range of	<i>C2 Performance Exam takes place. Date to be confirmed.</i>	<i>Final C3 exam takes place</i> Revise and revisit all elements of the	<i>End of school year for Y11.</i>

		<p>content of the devised performance, refining ideas and using self and peer evaluation to shape the performance.</p> <p>Apply theatrical skills to perform in the final performance (this work began in Y10).</p> <p>Apply knowledge and understanding of the devising process by completing the first draft of Q5 and 6 of the written portfolio.</p>	<p>Select the plays and extracts for the C2 performance exam.</p> <p>Apply a range of performance skills (vocal and physical) to the practical exploration of the chosen text.</p>	<p>performance skills (vocal and physical) to the practical exploration of the chosen monologue and duologue texts.</p> <p>Lines to be learned for both performances.</p>	<p><i>C2: Performing monologues and duologues</i></p> <p>Continue to apply a range of performance skills (vocal and physical) to the practical exploration of the chosen text.</p> <p>Lines to be learned for both performances.</p>	<p>C3 exam (DNA and Live Theatre).</p> <p>Recap and revise terminology and key concepts.</p> <p>Apply knowledge and understanding to practice exam questions.</p>	
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		<i>C3: Preparation for the Y11 Mock Exam</i>		<i>C3: Preparation for the Y11 Final Exam</i>	<i>C3: Preparation for the Y11 Final Exam</i>		
		Revise and consolidate learning from Year 10 on <i>DNA</i> and Live Theatre.		Revise and consolidate learning on <i>DNA</i> and Live Theatre.	Revise and consolidate learning on <i>DNA</i> and Live Theatre.		
	Key assessment points	C1: Devised performance. C1: Coursework portfolio (first draft)	C1: Coursework portfolio (second draft). C3: Written mock Exam.	C2: Performance of work-in-progress of one monologue or duologue, lines learned.	C2: Practical exam. Teachers to make predictions for marks, not to be shared with students.	Assessment of individual exam questions dependent on the needs of the students.	None.
Year 10	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1 <i>Exploring the set text: DNA, Dennis Kelly</i> Develop knowledge and understanding of the play <i>DNA</i> from the perspective of a	Term 2 <i>Exploring the set text: DNA, Dennis Kelly</i> Continue to develop knowledge and understanding of the play <i>DNA</i> from the	Term 3 <i>C1: Devising (Coursework)</i> Work in groups to respond to a given stimulus to develop ideas for an original piece of theatre.	Term 4 <i>C1: Devising (Coursework)</i> Continue to work in groups to develop the content of the devised performance, including	Term 5 <i>Y10 Component 3 exam takes place.</i> <i>C1: Devising (Coursework)</i> Continue to work in groups to develop the	Term 6 <i>C1: Devising (Coursework)</i> Continue to work in groups to develop the content of the devised performance, refining ideas

		<p>performer, director and designer.</p> <p>Apply a range of performance skills (vocal and physical) to the practical exploration of the text. Apply knowledge and understanding of production elements (set, costume, lighting, sound) to the text in discussions and written tasks.</p>	<p>perspective of a performer, director and designer.</p> <p>Continue to apply a range of performance skills (vocal and physical) to the practical exploration of the text. Apply knowledge and understanding of production elements (set, costume, lighting, sound) to the text in discussions and written tasks.</p>	<p>Carry out research to support the developing ideas.</p> <p>Carry out practical explorations and workshops to develop ideas further.</p> <p>Apply knowledge and understanding of the devising process by completing the first draft of Q1 and 2 of the written portfolio.</p>	<p>making decisions on genre, style, character, language, structure and form (include monologue).</p> <p>Apply knowledge and understanding of the devising process by completing the first draft of Q3 and 4 of the written portfolio.</p>	<p>content of the devised performance, refining ideas and using self and peer evaluation to shape the performance.</p>	<p>and using self and peer evaluation to shape the performance.</p>
			<p><i>Live Theatre Evaluation</i></p> <p>Develop knowledge and</p>	<p><i>Practice C3 questions on DNA and Live Theatre</i></p>	<p><i>C3: Preparation for the Y10 Exam</i></p>		

			understanding of the ways that performers and designers have communicated meaning in a production.	Apply knowledge and understanding to practice exam questions.	Revise and consolidate learning from Terms 1 and 2. Apply knowledge and understanding of the set text (DNA) and the Live Theatre performance to extended writing exam questions.		
	Key assessment points	AO2: Performance of a monologue from <i>DNA</i> (C2 Criteria).	AO3: Written homework tasks based on C3 exam questions on DNA.	AO4: Written homework tasks based on C3 exam questions on Live Theatre.	AO2: Perform a devised monologue that will appear in the C1 Devised performance (C1 criteria).	AO3 and AO4: Year 10 exam.	AO1: Performance of work in progress (C1 criteria).
B. Holistic development via Enrichment/Personal Development Curriculum							
<ul style="list-style-type: none"> Students will be required to work effectively in groups and will learn what constitutes successful collaboration. This skill will be reinforced in every lesson. Students will also be aware that when working in groups, their effort and performance impacts on those students that they are working with. Therefore, there is a large amount of responsibility. 							

- Additionally, they will be supported in order that all students feel safe to perform for the class. All students will be experienced in performing in front of others, but the challenge increases greatly at GCSE with longer performances and more challenging subject matter. Independent skills such as line-learning will be required.
- There are opportunities for the development of empathy and seeing situations through the eyes of others (e.g. through the characters in *DNA*).
- Students will demonstrate their knowledge and understanding verbally during lessons to develop oracy and verbal skills.

Drama Curriculum Map	
A. Formal Curriculum Key Stage 3	
Core Content & Skills	<p>By the end of KS3 we want all students of Drama to know and do the following things:</p> <ul style="list-style-type: none"> • To demonstrate knowledge and understanding of a range of Drama genres, styles and practitioners • To be able to develop creative ideas that convey meaning, working both individually and collaboratively • To demonstrate knowledge and understanding of the ways in which a range of performance skills (vocal and physical) contribute to the communication of intent • To be able to perform in front of the class • To be able to use a range of stagecraft skills to make an impact on an audience • To be able to analyse and evaluate both their own work and that of others • To demonstrate knowledge and understanding of a range of drama terminology. <p>We also want all students to demonstrate the following interpersonal skills:</p> <ul style="list-style-type: none"> • To work positively in groups • To be able to communicate opinions • To listen to others • To be able to see things from other perspectives and have empathy • To be responsible for time-management and to find solutions to problems. <p>Positive group work skills include, among others: focus, communication, accountability, problem-solving, time-management, empathy, listening, compromise, leadership, determination, resilience.</p>
Prior Knowledge & Skills	<p>In KS3, students of Drama will build on the following prior learning:</p> <ul style="list-style-type: none"> • Some students may have previous experience of performing in school plays, drama groups, music recitals or dance shows • Most students will have experience of role-play from their key stage 1 and 2 curriculum • All students have experience of reading aloud for others, reading with expression and analysing texts.

Future knowledge		<p>The Curriculum in KS3 Drama will prepare students for the following future learning:</p> <ul style="list-style-type: none"> GCSE/level 2 Drama courses. The curriculum at KS3 develops the skills, knowledge, understanding and terminology that prepares students for Edexcel GCSE Drama. For example, the GCSE course comprises of three components; <i>Component 1: Devising</i>, <i>Component 2: Performance from text</i> and <i>Component 3: Theatre makers in practice</i>. The curriculum at KS3 includes introduction to and development of the skills needed for these components. A level/level 3 Drama courses. The curriculum at KS3 develops the skills, knowledge, understanding and terminology that prepares students for Edexcel A level Drama and Theatre Studies Degree and post-graduate courses in a range of subjects linked with Drama and English. 					
Year 9	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	<p>Term 1</p> <p><i>Exploring a Practitioner – Gecko Theatre.</i></p> <p>Develop knowledge and understanding of Gecko’s style through analysis of <i>The Time of Your Life</i>, focusing on physical theatre, ensemble work and movement.</p> <p>Apply knowledge and understanding of</p>	<p>Term 2</p> <p><i>Introduction to Design (Production) Elements.</i></p> <p>Develop knowledge and understanding of the production elements that are required at GCSE: set, costume, lighting, sound and props/stage furniture design.</p> <p>Apply knowledge and understanding of</p>	<p>Term 3</p> <p><i>Year 9 Options exam takes place. Written exam on the application of vocal skills, physical skills and production elements to A Christmas Carol.</i></p> <p><i>Exploring a Practitioner – Steven Berkoff.</i></p> <p>Develop knowledge and understanding of Berkoffian theories and</p>	<p>Term 4:</p> <p><i>Exploring a text: The Curious Incident of the Dog in the Night Time and Frantic Assembly.</i></p> <p>Develop knowledge and understanding of the text and characters, and of autism.</p> <p>Apply knowledge and understanding to a performance of a monologue or duologue from the play and to a physical theatre</p>	<p>Term 5</p> <p><i>End of Year exam (application of the year’s learning).</i></p> <p><i>Devising.</i></p> <p>Develop knowledge and understanding of the process of devising from a stimulus.</p> <p>Apply selected learning from across the year and KS3 (for example Gecko, Berkoff, Frantic</p>	<p>Term 6</p> <p><i>Introduction to DNA, Dennis Kelly.</i></p> <p>Develop knowledge and understanding of some of the key themes and characters of the play.</p> <p>Apply knowledge and understanding to a series of short exploration and performance tasks in</p>

		Gecko's style to a group performance about the key moments in a character's life.	production elements to a group design plan for <i>A Christmas Carol</i> . Each group will pitch for the contract (link to careers).	style: exposing the unpleasant side of characters, stylised movement, mime, exaggerated facial expressions. Apply knowledge and understanding to a group performance of an extract from <i>The Trial</i> .	exploration of the train station scene.	Assembly, Brecht, Commedia, Rice, Greek, Pantomime) to an original devised performance.	preparation for GCSE.
	Key assessment points	AO1 and 3. Formative and informal assessment during each lesson. AO2 and AO3. Summative assessment: Individual performance in a devised group performance in	AO1 and 3. Formative and informal assessment during each lesson. AO2 and AO3. Summative assessment: Oral presentation – Design ideas for <i>A Christmas Carol</i> .	AO1 and 3. Formative and informal assessment during each lesson. AO2 and AO3. Summative assessment: Individual performance in a scripted performance	AO1 and 3. Formative and informal assessment during each lesson. AO2 and AO3. Summative assessment: Performance of a monologue or duologue.	AO1 and 3. Formative and informal assessment during each lesson. AO2 and AO3. Summative assessment (EOY Exam): Individual performance in an original devised piece.	AO1 and 3. Formative and informal assessment during each lesson. No summative assessment.

		the style of Gecko. AO3 and AO4. Verbal reflection task.	AO3 and AO4. Written HW task; analysis and evaluation of set and costume design. In preparation for the Y9 exam in Term 5, each student will work on a performance of a monologue independently for homework.	using Berkoff's <i>The Trial</i> . AO3 and AO4. Verbal reflection task. AO2, AO3, AO4: Y9 exam marks.	AO3 and AO4. Verbal reflection task.	AO3 and AO4. Written HW task (reflection task).	
Year 8	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	<p>Term 1</p> <p><i>Page to stage: David Walliams.</i></p> <p>Develop knowledge and understanding of how to portray a range of characters from the written page. Focus on: interpreting a character, vocal and physical characterisation, sustaining a</p>	<p>Term 2</p> <p><i>Exploring texts: 'Noughts and Crosses'.</i></p> <p>Develop knowledge and understanding of the ways the text (including the theme of racial segregation) can be explored using techniques such as cross-cutting, still image and monologue.</p>	<p>Term 3</p> <p><i>Exploring a Genre: Commedia dell'Arte.</i></p> <p>Develop knowledge and understanding of the genre including its conventions: vocal and physical characterisation, humour and</p>	<p>Term 4</p> <p><i>Exploring texts: 'Blood Brothers'.</i></p> <p>Develop knowledge and understanding of the ways the text can be explored using techniques such as narration, thought tracking, cross-cutting,</p>	<p>Term 5</p> <p><i>End of year exam.</i></p> <p><i>Exploring a Practitioner: Bertolt Brecht.</i></p> <p>Develop knowledge and understanding of Brecht's theories and techniques for example: still image, speaking the stage</p>	<p>Term 6</p> <p><i>Exploring a Practitioner: Stomp.</i></p> <p>Develop knowledge and understanding of the style of performance found in Stomp's work, making use of non-verbal performance</p>

		<p>character, using theatre conventions (direct address, monologue, flashback, multi-roling and cross cutting, voice, physicality).</p> <p>Apply knowledge and understanding to a variety of characters and situations, including a scene featuring the main characters in <i>Demon Dentist</i>.</p>	<p>Apply knowledge and understanding of the text to a range of performances, culminating in a scripted monologue performance.</p>	<p>slapstick, exploration of stock characters, exaggerated acting style, improvisation and sustaining a character.</p> <p>Apply knowledge and understanding to a devised Commedia scenario.</p>	<p>monologue and duologue.</p> <p>Apply knowledge and understanding of the text and exploratory techniques in a number of short performances, culminating in a duologue that is part scripted and part devised.</p>	<p>directions out loud, spass, gestus and placards.</p> <p>Apply knowledge and understanding of Brecht's techniques to an extended scripted performance with multiple scenes (greater level of challenge and demand as this is the exam).</p>	<p>skills, rhythm and movement.</p> <p>Apply knowledge and understanding of Stomp's use of rhythm in a series of short tasks inspired by the performance.</p>
	Key assessment points	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>AO2 and 3. Summative assessment: Individual performance in a</p>	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>AO2 and 3. Summative assessment: Individual performance of a</p>	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>AO2 and 3. Summative assessment: Individual performance in a</p>	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>AO2 and 3. Summative assessment: Individual performance in a</p>	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>AO2 and 3. Summative assessment: Individual performance of</p>	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>No summative performance assessment.</p>

		<p>devised performance featuring Miss Root, Mr Grey and Dad.</p> <p>AO3 and AO4. Written HW task (reflection task).</p>	<p>monologue from the text.</p> <p>AO3 and AO4. Verbal reflection task.</p>	<p>devised Commedia performance.</p> <p>AO3 and AO4. Verbal reflection task.</p>	<p>duologue between Mickey and Eddie.</p> <p>AO3 and AO4. Written HW task (reflection task).</p>	<p>Private Peaceful using a range of Brechtian techniques.</p> <p>AO3 and AO4. Written evaluation task in timed conditions.</p>	
Year 7	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	<p>Term 1</p> <p><i>Our Town: Introduction to performance skills.</i></p> <p>Develop basic drama skills and understand their importance: clean and defined beginnings and endings, vocal projection, audience awareness and use of space, stillness, clarity of movement, story telling and collaboration.</p>	<p>Term 2</p> <p><i>Exploring genre: Introduction to Pantomime.</i></p> <p>Develop knowledge and understanding of the genre including its conventions: narration, aside, audience participation, exaggerated acting and collaboration.</p> <p>Apply knowledge and understanding to a devised pantomime.</p>	<p>Term 3</p> <p><i>Exploring genre: Introduction to Greek Theatre.</i></p> <p>Develop knowledge and understanding of Greek theatre (including context) and its conventions: choral speaking, moving in unison, using physical theatre, interpreting myths and collaboration.</p> <p>Apply knowledge and understanding to</p>	<p>Term 4</p> <p><i>Exploring a practitioner: Emma Rice.</i></p> <p>Develop knowledge and understanding of Rice's style and techniques through analysis of Kneehigh Theatre's <i>Hansel and Gretel</i> including: playful style/humour, puppetry, narration, storytelling, use of music and movement and collaboration.</p>	<p>Term 5</p> <p><i>End of year exam.</i></p> <p><i>Introduction to Devising.</i></p> <p>Develop knowledge and understanding of the process of devising from a stimulus.</p> <p>Apply learning from across the year (Pantomime elements, Greek techniques, Emma Rice style) to an original devised performance.</p>	<p>Term 6</p> <p><i>Responding to Live Theatre: Wuthering Heights.</i></p> <p>Develop knowledge and understanding of design elements: set, costume, lighting and sound design.</p> <p>Apply knowledge and understanding about the production in short practical explorations.</p>

		Apply knowledge and understanding to a short, devised performance.		a performance of <i>Perseus and the Minotaur</i> .	Apply knowledge and understanding to a performance of <i>Little Red Riding Hood</i> .		
	Key assessment points	<p>AO1 and AO3. Formative and informal assessment during each lesson.</p> <p>AO2 and AO3. Summative assessment: Individual performance in a simple devised performance.</p> <p>AO3 and AO4. Verbal reflection task.</p>	<p>AO1 and AO3. Formative and informal assessment during each lesson.</p> <p>AO2 and AO3. Summative assessment: Individual performance in a devised performance of a Pantomime.</p> <p>AO3 and AO4. Written HW task (reflection task).</p>	<p>AO1 and AO3. Formative and informal assessment during each lesson.</p> <p>AO2 and AO3. Summative assessment: Individual performance in a devised performance of a Greek myth.</p> <p>AO3 and AO4. Verbal reflection task.</p>	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>AO2 and AO3. Summative assessment: Individual performance in a Rice-inspired performance of a traditional tale.</p> <p>AO3 and AO4. Written HW task (reflection task).</p>	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>AO2 and AO3. Summative assessment: Individual performance in a Rice-inspired performance of a traditional tale.</p> <p>AO3 and AO4. Written evaluation task in timed conditions.</p>	<p>AO1 and 3. Formative and informal assessment during each lesson.</p> <p>No summative performance assessment.</p>
B. Holistic development via Enrichment/Personal Development Curriculum							
<ul style="list-style-type: none"> Students will be encouraged to work effectively in groups and will learn what constitutes successful collaboration. This skill will be reinforced in every lesson. 							

- Additionally, they will be supported in order that all students feel safe to perform for the class. For Year 7, this will involve developing the level of challenge as the year progresses. The first SOW will constitute a relatively simple performance task so that students feel comfortable. This support will continue throughout the year.
- Students will demonstrate their knowledge and understanding verbally during lessons to develop oracy and verbal skills.
- The year will culminate in a Key Stage 3 performance evening for an invited audience of parents and carers. This will provide all students in Y7 with the opportunity to perform for a wider audience if they wish to do so.