Curriculum Summary Document

Year 10 – Drama

Exploring Performance: Practitioners, Process and Creative Intentions

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success in BTEC Performing Arts?	Links to other Subjects
Component 1 - Exploring the Performing Arts	**Autumn One**	Students are introduced to Component 1 through contrasting performance approaches. They explore naturalism using A Taste of Honey and Stanislavski techniques, then investigate non-naturalistic work through Brecht, John Godber's Bouncers and Shakers, and physical-theatre approaches to staging text.	Students build a secure practitioner and style vocabulary while learning to recognise how performance conventions shape meaning. This provides the analytical and practical foundation needed to discuss professional repertoire accurately in Component 1.	English - analysis of dramatic text History - theatre practitioners and context Life - collaboration and professional conduct
	Autumn Two	Students focus on Frankenstein, studying plot and context before exploring the creative intentions of playwright Nick Dear and director Danny Boyle. They watch the National Theatre production, make structured notes and begin PSA Task 1, linking observations from professional work to performance style, process and intention.	Students move from experiencing techniques in isolation to analysing how they are used within a professional production. This strengthens evidence selection, subject vocabulary and the ability to connect practical choices with creative intention - central demands of Component 1.	English - note-making and analytical writing Media - live/recorded performance analysis History - context and interpretation
	Spring One	Students develop Component 1 evidence through study of creative process, practical exploration, contrasting stylistic influences, roles and responsibilities and recurring themes. They refine notes and PSA responses, before beginning workshops that introduce the practical expectations of Component 2.	This consolidates knowledge of how professional performance is created and how different roles contribute to a final product. The transition into workshops ensures that analytical understanding is immediately connected to students' own developing performance practice.	English - structured written evidence Careers - roles and responsibilities in theatre Life - organisation and independent learning

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success in BTEC Performing Arts?	Links to other Subjects
Components 2 & 3 - Skills and Brief Preparation	**Spring Two**	Students develop practical skills through Component 2 workshops and scripted extracts, rehearsing how technique can be adapted across contrasting material. Alongside this, they begin Component 3 preparation through Brechtian techniques and physical-theatre methods such as Round-By-Through, Hymn Hands and approaches associated with Paper Birds.	Students broaden their practical repertoire and learn to apply techniques deliberately rather than generically. This supports the technical development required in Component 2 while giving them a richer bank of methods for devising in Component 3.	PE/Dance - movement and physical theatre English - script interpretation Life - rehearsal discipline and collaboration
	Summer One	Students take part in devising workshops and a mock Component 3 process. They explore a brief, generate ideas, select appropriate theatrical techniques and develop material through rehearsal, review and refinement, considering how choices communicate purpose to a target audience.	The mock brief provides a structured rehearsal for the externally assessed component. Students practise turning stimulus into intention, documenting development and sustaining a creative process with increasing independence.	English - interpreting a brief and articulating ideas Life - purpose, audience and message Art/Media - stimulus and creative response
	Summer Two	Students consolidate the year by preparing for Component 2 and refining practical material, rehearsal routines and evidence habits. They review strengths, identify areas for technical development and practise applying feedback so that future work becomes more controlled, consistent and purposeful.	This creates a clear bridge into Year 11: students enter the assessed skills-development work with established rehearsal habits, a broad practical toolkit and experience of responding to a devised brief.	Life - target setting and self-management English - oracy through reflection and evaluation Careers - professional rehearsal practices