

Curriculum Map						
Year 9						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	History of Theatre	Students will explore and understand key moments throughout the development of theatre and performance throughout history. They will explore the use of chorus in Ancient Greece, Mystery plays of Medieval times, Elizabethan and Jacobean Theatre, aspects of modernism and post modernism right up to 21st century contemporary performance style.	Students will cover: Different approaches to performance and how performance has developed through history, Style, Form, Structure, Genre. Students will begin to make connections between Social, Cultural and Historical contexts and how these influence performance - this is directly linked to the Comp 3 written exam.	Students will Revisit: Characterisation, Devising, Performance skills (vocal and physical) Analysing and Evaluating texts, collaboration,	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Akin to the Comp 1 Portfolio students will briefly make notes after each period of history (x3/4) and reflect on the influence of their own performance.	Summative assessment culminating in a performance from a chosen style/time period. Students will choose ONE of the periods explored and present a group performance to class. Written reflections marked by teacher at least once per half term. October 2025
Autumn 2	Intro to Practitioners	A brief introduction to the main theatre practitioners that have influenced modern Drama and Theatre. Students will explore methodologies and devise/performance work based around Stanislavski, Brecht, Artaud & Berkoff	Students will cover: Different approaches to performance and how practitioners have influenced modern styles. Students will again explore Style, Form, Structure, Genre and apply to their own original devised performances. Specific exploration of Stanislavski System, Artaud Theatre of Cruelty and Brecht's Political/Epic Theatre styles.	Students will Revisit: Performance skills, Naturalism & Non-Naturalism, collaboration, devising from original stimulus, analysis of text,	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Student share short performances in each style explored. Akin to the Comp 1 Portfolio students will briefly make notes after each practitioner (x3/4) and reflect on the influence of their own performance.	Summative assessment culminating in a performance from a chosen practitioner. Students will choose ONE of the practitioners explored and present a group performance to class. Written reflections marked by teacher at least once per half term. 14th Nov 2025 PC1
Spring 1	DNA by Dennis Kelly - Intro to Component 2 and 3.	Students will explore the text of 'DNA' by Dennis Kelly exploring Performing/Directing/Designer roles. This unit incorporates elements of all three GCSE components. This unit will culminate in a slightly modified written exam.	Students will cover: In depth analysis and evaluation of a whole play, Understand social, cultural and political contexts and how these influence playwrights, performers and directors/designers. Students will make their own decisions based on the text in the roles of Director/Designer/Performer and apply these to contexts of performances of extracts and a written exam style assessment.	Students will Revisit: Performance skills, Naturalism & Non-Naturalism, collaboration,, analysis of text, production/design elements such as Set, Staging, Sound, Lighting, Costume, Props. Students will also have more autonomy in making informed directorial decisions in small groups.	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Student share short performances of extracts from the text. They will also make decisions a director/designer and make notes to support a written exam style assessment	Summative assessment is two parts a Comp 2 Style performance of one key extract from the text. Students will be assessed by teacher against Comp 2 criteria. A second written assessment will finish the Scheme in which students will answer questions based around their own choices for the text as a Performer, Designer and Director. Written work marked by teacher at least twice per half term
Spring 2	Live Theatre Evaluation	Students will explore the component three Section B 'Live Theatre Evaluation' This will introduce students to how to analyse and evaluate professional theatre performances. Students will watch Jack Thorne's 'After Life', taking notes on Staging, Set, Lighting, Sound, Costume, Props, Acting and Directing Style. They will then prepare for a GCSE exam style written assessment.	Students will have opportunities to - develop understanding of : Analysing and evaluating playtexts, In depth understanding of the roles of Performer, Designer and Director. Roles and responsibilities in professional theatre. Analytical and Evaluative writing skills. Writing to a GCSE standard.	Students will revisit - develop understanding of : Production elements including - Set, Staging, Lighting, Sound, Costume, Props. Performance Skills include Vocal and Physical Skills, roles and responsibilities in professional theatre. Analytical and Evaluative writing skills.	Regular verbal and written feedback from teacher. Class, Small Group and peer discussion around key moments, elements and themes. Students will make and share notes whilst watching the play. Teacher written feedback on notes in books.	Summative assessment culminates in a written GCSE style exam paper. Students will answer questions designed to prepare them for Comp 3 written exam. This includes questions that ANALYSE and EVALUATE elements of the production that they have seen. Written work marked by teacher at least twice per half term in mock assessment. 20th March 2026 PC2
Summer 1	Comp 2	Introduction to Comp 2. This an opportunity for students to engage with a number of different texts in various groups. This will allow students and teachers alike to consider texts and groupings that will work for formal assessments. Students are to perform two extracts of a text as chosen by their teacher. They will use a variety of performance skills developed since year 7.	Students will cover: Performance skills at a higher level than previously explored. Students will again explore Style, Form, Structure, Genre. Students will consider playwrights intentions and help to direct themselves and others. Some students may choose a design pathway and will explore design and realise an original set, costume, music or lighting design.	Students will Revisit: Characterisation, Devising, Performance skills (vocal and physical) Analysing and Evaluating texts, collaboration. They will be able to apply methodologies of practitioners explored in Autumn 2 to published texts.	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Students will need to organise their own rehearsals and learn lines. Students will keep a record of their self directed time marked by teacher.	Summative assessment culminating in an extended performance of a published playtext (5-10 Mins). Students will be assessed by teacher on performance OR design skills against GCSE Comp 2. Criteria. Students will also use this criteria to peer assess their and evaluate their work. Written reflections marked by teacher at least once per half term.
Summer 2	Devising Skills & Devising Mock	Students will use practitioner understanding to look at different approaches to devising. These include Complicities Le Jue (play) and Frantic Assembly's physicality before dialogue, as well as techniques such as 'one story different genres' and other devising methodology Students will use skills from previous scheme to create short devised piece over 2-3 weeks. This will be assessed against Component 1 specification and a shorter portfolio completed.	Students will cover: Performance skills at a higher level than previously explored. Students will again explore Style, Form, Structure, Genre. Students will consider playwrights intentions and help to direct themselves and others. Some students may choose a design pathway and will explore design and realise an original set, costume, music or lighting design.	Students will Revisit: Characterisation, Devising, Performance skills (vocal and physical) Analysing and Evaluating own work and that of others, collaboration. Devising skills, improvisation, naturalistic and non-naturalistic devices, portfolio writing, note taking, research,	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Akin to the Comp 1 Portfolio students will briefly make notes after each period of history (x3/4) and reflect on the influence of their own performance. Teacher will provide written feedback on notes and practice portfolio.	Summative assessment culminating in an extended performance of an original devised piece (5-10 Mins). Students will be assessed by teacher on performance OR design skills against GCSE Comp 1 Criteria. Students will also use this criteria to peer assess their and evaluate their work. Students will also submit a 500-1000 word portfolio that documents their devising process. Written reflections marked by teacher at least twice per half term. 26th June 2026 PC3