

Drama Subject Curriculum Map

Intent –The Drama curriculum aims to inspire students to become creative and confident performers who can make critical and balanced judgements about Theatre and the impact it has on an audience through the development of the key vocabulary and understanding of performance skills. Through a practical rich curriculum, pupils acquire an in-depth understanding of various performance styles and the required changes to their performance skills that make that style unique. Consistent embedding of performance skills and feedback opportunities across each half term will allow our students to develop their analytical and evaluative skills as they learn the value of interpersonal skills through working as a team to provide our students with the tools for success in the wider world. This provides students with the creative and evaluative skills to apply their learning to their own performances and professional performance in their GCSE study.

Implementation							
Term	1	2	3	4	5	6	
Year 7	<p><u>Mime (Style):</u> In this first term, Year 7 will be introduced to the 3 basic acting skills (F.B.M). Their focus will be on using the bodies to create various mimed performances through-out the SoW. These performances are designed to challenge student application of their physical skills. For example, their seasonal performance will show us the impact of weather on the human body, whilst the removal worker performance shows us the impact of weight. Students will be introduced to the concept of exaggeration and the importance of this to convey narrative in the absence of the voice.</p> <p><u>Skills:</u> Facial expressions Body Language Movement Exaggerations Interpersonal Providing verbal feedback</p>	<p><u>Darkwood Manor (Style):</u> During this scheme of work, students will explore the concept of atmosphere and how to build tension on stage. Students will be given the task of creating a haunted mansion narrative by incorporating the physical skills acquired in term 1 whilst introducing the importance of voice into a performance. Students will explore dramatic irony through the use of videos and performance tasks. The first Theatrical technique will be introduced this half term. Students will explore narration and how this can be used to create tension when changes are made to vocal delivery. This will take the form of pauses, volume and pace changes.</p> <p style="color: red;">The Ghost story performance will be used to determine a grade for AP1. Students will need to demonstrate high level use of F.B.V.M and Narration in order to be successful during this assessment.</p> <p><u>Skills:</u> Facial expressions Body Language</p>	<p><u>A Midsummer Night's Dream (Pre-2000 Text)</u> In collaboration with our English department, Year 7 students will spend the Spring term exploring William Shakespeare's play A Midsummer Night's Dream. The exploration consists of analysing and performing of key characters and scenes in order to understand the emotions each character feels towards another allowing the students to make decisions on how their acting skills should be adapted in order to create an accurate representation on stage. Students will be developing their literacy skills as this scheme of work will require to read through scripts in order to perform the dialogue. Students will be given opportunities to do a whole class performance at the beginning of this term to begin the exploration of the text and will then move back into their smaller groups for the character, thematic and scene based lessons.</p> <p><u>Skills:</u> Facial expressions Body Language Voice Movement Interpersonal Providing verbal feedback Breaking down language Character analysis Exploration of costume items.</p>	<p><u>Greek Mythology (Devising)</u> Students will spend HT5 exploring different components of Greek Theatre such as characters, narrative and techniques. They will develop an understanding of life in the Ancient Greek Era and then will be given the task of re-creating Greek Myths in their practical work. Students will be developing their literacy skills by first reading through their myths and will be required to answer tailor made questions in order to check the understanding of each story. They will then be provided with specific scenes and tasks to create with their own vision.</p> <p style="color: red;">Students will take their acquired knowledge on Greek Theatre to create their own Greek Mythological performance for their AP2 assessment. Students will make decisions on who their stock characters will be, the journey that their character will go on and how to overcome any barriers that their character will face.</p> <p style="color: red;">To be successful in this work students will need to demonstrate Unison and Canon through the use of Greek chorus.</p> <p><u>Skills:</u> Facial expressions Body Language Voice Movement Interpersonal Providing verbal feedback Greek Chorus Unison Canon</p>			

		<p>Voice</p> <p>Movement</p> <p>Interpersonal</p> <p>Providing verbal feedback</p> <p>Narration</p> <p>Building tension</p>		
<p>Year 8</p>	<p><u>Blood Brothers (Pre-2000 text)</u></p> <p>During this scheme of work students will be exploring the differences in social class presented in literature. Students will understand the impact of context to a performance and will be engaging with a Pre-2000 Text. Using Willy Russel's Blood Brothers as a focal point for this module, students will explore the presentation of relationships on stage. Applying their knowledge of F.B.V.M will be crucial for students to create adequate representations of the contrasting brothers. Students will experiment with a new technique known as cross-cutting to showcase the different lifestyles of our main characters.</p> <p><u>Skills:</u></p> <p>Facial expressions</p> <p>Body Language</p> <p>Voice</p> <p>Movement</p> <p>Interpersonal</p> <p>Providing verbal feedback</p> <p>Literacy and reading</p> <p>Cross-cutting</p>	<p><u>The Lion, the Witch and the Wardrobe (Devising)</u></p> <p>During this scheme of work, Year 8 will begin to develop their story telling skills. They will use The Lion, the Witch and the Wardrobe scenes which have been explored in Year 7 through the Oracy and reading programme.</p> <p>The students will use a variety of different scenes from the story to develop an understanding of character emotions and how these need to be depicted on stage. Students will experiment with different character perspectives and consider the appropriate F.B.V.M required to portray them on stage.</p> <p>For AP1 students will be assessed on their use of a dramatic technique. Students will strengthen their empathetic skills by creating and applying thought-tracks into their performances depending on the scene content.</p> <p><u>Skills:</u></p> <p>Facial expressions</p> <p>Body Language</p> <p>Voice</p>	<p><u>Romeo and Juliet (Pre-2000 Text)</u></p> <p>Building upon the preexisting knowledge that students develop in English, this module will allow for the students to explore themes, characters and context. Students will begin with a whole class performance of key scenes to establish their understanding practically. Students will then be given specific scenes to explore as a class. We will break scenes down analysing individual lines in order for the students to understand the presentation of characters and importance of context.</p> <p>Students will be given opportunities to do a whole class performance at the beginning of this term to begin the exploration of the text and will then move back into their smaller groups for the character, thematical and scene based lessons.</p> <p><u>Skills:</u></p> <p>Facial expressions</p> <p>Body Language</p> <p>Voice</p> <p>Movement</p> <p>Interpersonal</p> <p>Providing verbal feedback</p> <p>Breaking down language</p> <p>Character analysis</p> <p>Exploration of costume items.</p>	<p><u>Melodrama and Mask (Style & Devising)</u></p> <p>Students will begin to explore the importance of exaggerated performance through the use of stock characters. Students will develop an understanding of each stock character and the physical requirements that are necessary to make that character's presence clear. We will rehearse and perform stereotypical narratives that follow these stock characters and allow students multiple weeks to improve on their presentation of these characters.</p> <p>Once the students have been assessed on their use of exaggeration and presentation of stock characters, we will shift focus to how performers used masks while showcasing their work and graded for their AP2.</p> <p><u>Skills:</u></p> <p>Facial expressions</p> <p>Body Language</p> <p>Voice</p> <p>Movement</p> <p>Interpersonal</p> <p>Providing verbal feedback</p> <p>Exaggeration</p> <p>Character features</p> <p>Rules of masks</p>

		<p>Movement</p> <p>Interpersonal</p> <p>Providing verbal feedback</p> <p>Thought-tracking</p> <p>Character perspectives</p>		
Year 9	<p><u>Macbeth (Pre 2000 Text)</u></p> <p>Building upon the pre existing knowledge that students develop in English, this module will allow for the students to explore themes, characters and context. Students will begin with a whole class performance of key scenes to establish their understanding practically. Students will then be given specific scenes to explore as a class. We will break scenes down analysing individual lines in order for the students to understand the presentation of characters and importance of context.</p> <p>Students will be given opportunities to do a whole class performance at the beginning of this term to begin the exploration of the text and will then move back into their smaller groups for the character, thematic and scene based lessons.</p> <p><u>Skills:</u></p> <p>Facial expressions</p> <p>Body Language</p> <p>Voice</p> <p>Movement</p> <p>Interpersonal</p> <p>Providing verbal feedback</p> <p>Breaking down language</p> <p>Character analysis</p>	<p><u>Practitioners and Styles (Naturalism/ Epic Theatre/ Physical Theatre)</u></p> <p>Students will begin to understand the advanced workings of Theatre through practitioner studies. Our first practitioner will be Stanislavski and his theory of Naturalism. Students will be provided with individual lessons where they are able to develop their understanding on specific techniques that will be necessary for their formative assessment. Techniques will include: Objective, Emotion Memory and Given Circumstances</p> <p>AP1 grades will be awarded for students use of Naturalistic techniques.</p> <p>Once students have experienced imitating real life through performance, we will begin an exploration on Brechtian methodologies and how his approach was used to educate the audience on a social/political issue. Students will be provided with individual lessons where they are able to develop their understanding on specific techniques that will be necessary for their formative assessment. Techniques will include: Placards, Gestus and Direct address.</p> <p>Students will focus on how a narrative can be told through the use of an actor's body and movement choices. The Theatre company known as Frantic Assembly will be used as a reference point for this SoW. Students will not only learn techniques to create performance without dialogue but will be experimenting with pace of movement and how that impacts the message being sent to an audience. Techniques will include: Hymn Hands, Round by Through and Chair duets.</p> <p><u>Skills:</u></p> <p>Facial expressions</p> <p>Body Language</p> <p>Voice</p> <p>Movement</p> <p>Interpersonal</p> <p>Providing verbal feedback</p> <p>Devising from a stimulus</p> <p>Incorporation of professional creative methods.</p>	<p><u>DNA (Post 2000 Text)</u></p> <p>Students will begin to explore scenes from Dennis Kelly's play DNA. This play will be the set text for the written exam sat at the end of a Year 11 Drama course. Students will begin with acting out scenes within their groups in order to develop the main action of the narrative. Once students have explored key scenes from the play they will be introduced into the professional side of Theatre where they will learn how to incorporate Lighting, Sound and Set from the perspective of a Director and/or Designer.</p> <p>Students will be assessed in AP2 on their ability to bring an extract to life through the use of their physical and vocal skills as well as their creative decisions demonstrated through the use of technical elements.</p> <p><u>Skills:</u></p> <p>Facial expressions</p> <p>Body Language</p> <p>Voice</p> <p>Movement</p> <p>Interpersonal</p> <p>Providing verbal feedback</p> <p>Decision making based on a creative vision</p> <p>Wider vocal skills (Live sound)</p> <p>The importance of technological elements to create a message/mood.</p>	

Term	1	2	3	4	5	6
Year 10	<p><u>Practitioners and styles</u></p> <p>Students will spend the first seven weeks of their G.C.S.E. course learning about the vast performance styles and practitioners that devised Theatre has to offer. Once students have understood each technique they will then put that into practice in small interchangeable groups each week.</p> <p><u>Knowledge and Skills:</u></p> <p>Stanislavski and Naturalism</p> <p>Brecht's Epic Theatre</p> <p>Artaud's Theatre of Cruelty</p> <p>Frantic Assembly and physical Theatre</p> <p>Verbatim Theatre</p> <p>T.I.E</p> <p>Interpersonal skills</p> <p>Providing verbal feedback</p> <p>Devising from a stimulus</p> <p>Incorporation of professional creative methods.</p>	<p><u>DNA – Practical exploration / text read through</u></p> <p>Students will begin to read through the Component 3 set text, DNA. Pupils will be given the opportunity to solidify their knowledge by presenting individual scenes and character focused lessons.</p> <p>Students will be introduced to the performance based questions required from their component 3 exam.</p> <p><u>Knowledge and Skills:</u></p> <p>Physical performance skills</p> <p>Vocal performance skills</p> <p>Key scenes</p> <p>Key characters</p> <p>Key themes</p>	<p><u>Component 1 introduction: Devising presentation and exploration</u></p> <p>Students will be provided with their stimuli and exam groupings for their component 1 performances.</p> <p>During this half term students will collate their ideas in regards to genre, character, narrative and style. These ideas will be combined to form a presentation that the students can refer back to later on in their rehearsal process.</p> <p><u>Knowledge and Skills:</u></p> <p>Stanislavski and Naturalism</p> <p>Brecht's Epic Theatre</p> <p>Artaud's Theatre of Cruelty</p> <p>Frantic Assembly and physical Theatre</p> <p>Interpersonal skills</p> <p>Devising from a stimulus</p> <p>How to answer a 4 Mark question</p> <p>How to answer a 6 Mark question</p> <p>Physical performance skills</p> <p>Vocal performance skills</p> <p>Key scenes</p> <p>Key characters</p> <p>Key themes</p>	<p><u>Component 1 Development and rehearsal process</u></p> <p><u>DNA exam practice</u></p> <p>Students will spend half of their lessons developing their Component 1 performances using specific rehearsal focuses and techniques. The other half of their lesson time will be devoted to practicing exam style questions as a Director for the play DNA</p> <p><u>Knowledge and Skills:</u></p> <p>Stanislavski and Naturalism</p> <p>Brecht's Epic Theatre</p> <p>Artaud's Theatre of Cruelty</p> <p>Frantic Assembly and physical Theatre</p> <p>Interpersonal skills</p> <p>Devising from a stimulus</p> <p>How to answer a 9 Mark question</p> <p>How to answer a 12 Mark question</p> <p>Physical performance skills</p> <p>Vocal performance skills</p>	<p><u>Component 1 Final performance</u></p> <p><u>DNA exam practice</u></p> <p>Students will be completing 40% of their Drama G.C.S.E during this half term through their final Component 1 performance as well as the completion of their 2000 word coursework submission.</p> <p>Students will begin their preparations for AP2 with practicing their Component 3 answers. Students will be introduced to the final section of Component 3 – Designer questions</p> <p><u>Knowledge and Skills:</u></p> <p>Stanislavski and Naturalism</p> <p>Brecht's Epic Theatre</p> <p>Artaud's Theatre of Cruelty</p> <p>Frantic Assembly and physical Theatre</p> <p>Interpersonal skills</p> <p>Devising from a stimulus</p> <p>How to answer a 14 Mark question</p> <p>Physical performance skills</p> <p>Vocal performance skills</p> <p>The importance of costume</p> <p>The importance of lighting</p> <p>The importance of sound</p> <p>The importance of set</p>	<p><u>DNA exam practice</u></p> <p><u>Component 2 introduction</u></p> <p>Students will complete exam papers with the full list of questions for Section A. Once AP2 has been completed students will be placed into their new groups</p> <p><u>Knowledge and Skills:</u></p> <p>Interpersonal skills</p> <p>Uniting a script</p> <p>How to answer section A</p> <p>Physical performance skills</p> <p>Vocal performance skills</p>

<p>Year 11</p>	<p><u>Component 2/</u> <u>DNA</u></p> <p>Students will be rehearsing their Component 2 scripted performance worth 20% of their final exam. Students will spend their practical lessons applying physical and vocal skills to their pieces in order to reach their intended creative vision.</p> <p>Students will recap their knowledge on DNA and practice a different style of question each week.</p> <p><u>Knowledge and Skills:</u></p> <p>Interpersonal skills</p> <p>Uniting a script</p> <p>How to answer section A</p> <p>Physical performance skills</p> <p>Vocal performance skills</p>	<p><u>Component 2 – Scripted Final performance</u></p> <p>Students will spend this half term perfecting their Component 2 performances ready for their external examiner to assess their work.</p> <p><u>Knowledge and Skills:</u></p> <p>Interpersonal skills</p> <p>Uniting a script</p> <p>Physical performance skills</p> <p>Vocal performance skills</p>	<p><u>Component 3 – DNA and Section B</u></p> <p>Students will be taken to watch a Theatre performance where they will practice writing up evaluations in preparation for their Section B of Component 3.</p> <p>Students will be completing theory lessons only in the remainder time of their course. These sessions will be devoted to ensuring students feel confident and prepared to answer every question on a Component 3 exam paper to a high standard.</p> <p><u>Knowledge and Skills:</u></p> <p>Students will have full confidence ready for their full component 3 exam.</p>	
-----------------------	--	---	---	--

Impact: To ensure that all students achieve mastery in specified knowledge and feel confident within the creative work they produce, students are formatively assessed regularly at KS3, and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge and performative skills. The impact of the curriculum upon students is that, over time, they will become experienced Theatre practitioners who can make critical and balanced judgements. This is assessed through students' presentation of work and the participation in whole class discussions where evaluation of peer work is required.