

Drama Curriculum Map 2019-20

Intent: The Drama curriculum supports the framework for English Literature and English Language. Whilst inspiring creativity, it provides opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. The teaching of KS3 and KS4 Drama is underpinned by the facilitation of debate and discussion of a range of themes, ideas and concepts which will broaden and test their current world view. Whether students decide to continue studying Drama at KS4, students will benefit from the life skills they learn at KS3 which will support them with cross-curricular topics and life-long learning.

Students will be encouraged to use a range of naturalistic and non-naturalistic techniques, applying their knowledge and understanding of a range of theatrical styles when making, performing and responding to drama. When exploring performance texts, they will gain a greater understanding of the social, cultural and historical context including the theatrical conventions of the period in which they were created. They will also develop their understanding of genre, structure, character, language, stage directions, form and style.

Creativity and teamwork will be at the heart of the curriculum process, providing students with the opportunity to work collaboratively generate, develop and communicate ideas. Throughout the curriculum, students will develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. Each topic will allow for rehearsal time, during which, every student will have the opportunity to contribute as an individual to a theatrical performance and reflect on and evaluate their own work and that of others.

Students will have the opportunity to work with short scripts and extracts at KS3 and build on these skills throughout KS4, studying performance texts which have been professionally commissioned or professionally produced, which will deepen their practical understanding of Drama. Students at KS4 can experience a live theatrical performance, developing their understanding of how meaning is interpreted and communicated. The practise of improvising, devising and performing play scripts generates a wide skill set, whereby students can have analytical discussions, exploring how the drama elements, mediums and explorative strategies can be used to create meaning. Furthermore, students work towards becoming strong public speakers, using role, intonation, tone, volume, mood, silence, stillness and action to add impact for an audience. The curriculum allows for literary reflection, using a writing structure, like that of English, which provides students with a grammatical opportunity to reflect, analyse and evaluate, incorporating subject specific terminology whilst articulating their personal opinions.

Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year 7	Intro to drama: Serious Fun/ Melo Drama <ul style="list-style-type: none"> • What is drama? • How we can use drama in other subject and jobs. • Introduction to performance skills used within drama. • Performance style: Melodrama 	Assessment 1	Circus <ul style="list-style-type: none"> • History of the circus. • Interpretations of circus acts. 	Assessment 2	Evacuation <ul style="list-style-type: none"> • History of Evacuation • Using a stimulus to create a performance. 	Greek Theatre <ul style="list-style-type: none"> • History of Greek Theatre • How the Greeks first created theatre. 	Assessment 3	Pied Piper <ul style="list-style-type: none"> • Story of the Pied Piper – who was he? • Interpretations of texts. 	Ernie and incredible hallucination. <ul style="list-style-type: none"> • Interpreting texts through the medium of performance style and creations.
Year 8	Let Him have it <ul style="list-style-type: none"> • Capital Punishment • Characterisation • Staging techniques 		Pantomime <ul style="list-style-type: none"> • History of Pantomime – when did it all first start? • Audience participation • Creating Modernized Pantomime 		Characterisation <ul style="list-style-type: none"> • How to interpret characters • What styles and techniques actor use to portray varied characters 	The Creepy Corpse of Al Capone <ul style="list-style-type: none"> • How to characterise a fictional character • Interpretation of text 		It was terrifying <ul style="list-style-type: none"> • C1 Devising 	Evacuation <ul style="list-style-type: none"> • C1 Devising

Year 9	An Introduction to Drama – Improvisation <ul style="list-style-type: none"> Developing Skills for <u>C1: Devising</u> Teamwork <ul style="list-style-type: none"> Problem Solving Improvisation Vocal and Physical Skills Mime, Proxemics and spatial awareness Form and Genre 	Assessment 1	Practitioners <ul style="list-style-type: none"> Development and knowledge of theatre practitioners and techniques Short performances based on: <ul style="list-style-type: none"> Konstantin Stanislavski Bertolt Brecht Jerzy Grotowski Caryl Churchill 	Assessment 2	C1 – Devising <ul style="list-style-type: none"> Research techniques Creating a performance from a stimulus 	C2 – Scripts <ul style="list-style-type: none"> Practice and preparation for scripted module and performance, learning lines and interpreting text 	Assessment 3	C3: Theatre Makers in Practice <ul style="list-style-type: none"> An Inspector Calls Section A Look at the different questions in relation C3 Examination. 	C3: Theatre Makers in Practice <ul style="list-style-type: none"> Timed questions and practice of exam conditions
Year 10	Introduction to the new GCSE (Expectations) <ul style="list-style-type: none"> Developing Devising Skills. C1: Actual start of GCSE Start Stimuli (New Resources) with Portfolio 		C1 Rehearsal & Portfolio writing <ul style="list-style-type: none"> Rehearsal of Devised performance ready for C1 Examination Written Portfolio – Analysis and Evaluation of process 		Portfolio Completion <ul style="list-style-type: none"> Continue Section B: Live Theatre Theatre Trip: (Practice Sect B: Live Theatre) 	C3: Start Actual Exam Prep A <ul style="list-style-type: none"> (An Inspector Calls) Read set text Themes Questions for each section. 		C3: Section B Theatre Review (Revision) <ul style="list-style-type: none"> Section B – Live theatre review of a performance scene Consists of x2 questions – Analysis and Evaluation 	C3 Exam Preparation <ul style="list-style-type: none"> Recap Text – An Inspector Calls Exam style questions C2 Groups & Scripts Performance from a text External Examination
Year 11	C1: Devising <ul style="list-style-type: none"> Students to create a performance based on a stimulus Practical exploration and research projects Portfolio writing 1500-2000 word analysing and evaluating process 	Mock Exam 1	C1: Devising <ul style="list-style-type: none"> Performance based on Stimulus Internally moderated C2: Performance from a text <ul style="list-style-type: none"> Students given modern text post 2000 Practical rehearsals 	Mock Exam 2	Component 2 – External moderation <ul style="list-style-type: none"> Performance from a text Rehearsals Component 3 – Section A & B <ul style="list-style-type: none"> Set text – An Inspector Calls Theatre Trip: (Practice Sect B: Live Theatre) 	C3 – Exam prep Section A <ul style="list-style-type: none"> Set text – An Inspector Calls Students look at themes, historical, social, political messages within play Practical exploration looking at performers, designers and directing perspectives Section B <ul style="list-style-type: none"> Live theatre evaluation practice. 	Mock Exam 3	Component 3 – Exam Revision <ul style="list-style-type: none"> Recap – An Inspector Calls text Mock exam style questions 	Summer examination Component 3 - Section A & B