

Curriculum Map: DRAMA

Nothing Short of Remarkable
We are Ambitious • We are Committed • We are Proud



	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p>TOPIC/KNOWLEDGE Baseline assessment – KS2 knowledge and Understanding of Drama Key terminology</p> <p>Cowboys - Introduction to Drama & Acting Skills.</p> <p>SKILLS <i>Introduction to:</i> Devising Working collaboratively Vocal skills including characterisation and accents. Physical Theatre Freeze frames/Tableau Spatial Awareness Mime and non-verbal communication</p>	<p>TOPIC/KNOWLEDGE Melodrama and silent film The Demon Barber</p> <p>SKILLS <i>Building on:</i> Working collaboratively Physical acting skills Vocal Characterisation and accents Multi-Role Reading and performing from scripts</p> <p><i>Introduction to:</i> Script writing Exaggeration and mime Stage directions and layouts</p>	<p>TOPIC/KNOWLEDGE Introduction to practitioners 1. Brecht</p> <p>SKILLS <i>Introduction to:</i> Knowledge and understanding of practitioner style</p> <ul style="list-style-type: none"> • The fourth wall • Use of Placards • Use of narration <p>Devising Performing Devising workshops Working with Stimuli</p>	<p>TOPIC/KNOWLEDGE Frantic Assembly</p> <p>SKILLS Stimulus & Practitioner/style exploration Rehearsal & Performance techniques Theatrical skills Acting skills</p>	<p>TOPIC/KNOWLEDGE Completion of Component 1-</p> <ul style="list-style-type: none"> • Examined performance - Devising from a Stimulus • Examined - Analysis and evaluative skills in written logbooks • Examined - Evaluation <p>SKILLS <i>Refinement of:</i> Devising from stimuli Character development Narration Vocal skills Theatrical skills Technical skills Application of practitioner styles Exploration of context Dramatic intention Written skills: Analyse and evaluate acting, design and technical aspects. Evaluation of process and final performance</p>

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Term 2	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Movement and Storytelling</p> <p>Peter Pan Theatre Review</p> <p>SKILLS <i>Building on</i> Devising Working collaboratively</p> <p><i>Introduction to</i> Working with a stimulus Monologues Flashback and flashforward Stage design</p> <p>Understand how to use and apply the following analytical skills; 'What, How, Why and Justify'</p> <p>Writing a structured Theatre review</p>	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Journey and Identity</p> <p>The Wind in The Willows Theatre Review</p> <p>SKILLS <i>Building on</i> Devising</p> <p>Working with stimulus Characterisation and vocal skills</p> <p>Understanding how to use and apply the following analytical skills; 'What, How, Why and Justify'</p> <p><i>Introduction to:</i> Monologues Stage Design Costume Design</p>	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Introduction to practitioners 2. Stanislavski</p> <p>Practitioner Workshops</p> <p>SKILLS <i>Develop:</i> Working with stimulus and script Working collaboratively</p> <p><i>Introduction to:</i> Knowledge and understanding of practitioner and the application of realism</p>	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Exploration of Set Text – I love you Mum I promise I won't die</p> <p>Practical exploration of the Set Text.</p> <p>Mini performance assessments using exam criteria for C1, consolidating our understanding of different style/genres</p> <p>SKILLS Advanced development of Character development Playwrights' dramatic intentions Proxemics Vocal techniques Physical Theatre Consolidation of different style/genres Analyse and evaluate acting, design and technical aspects. Analyse and evaluate the characterisation and interaction of actors in a scene. Analyse and evaluate the ability to interact with an audience. Working collaboratively</p>	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Component 2</p> <p>Practical Examination – performance of scripted text.</p> <p>Analytical skills for written examination</p> <p>SKILLS <i>Consolidation and refinement of:</i> Working from a script Dramatic intention Characterisation Narrative Analysis Context Artistic Intentions Consolidation of different style/genres</p> <p><i>Develop and refine theoretical skills:</i> Analyse and evaluate acting, design and technical aspects. Analyse and evaluate the characterisation and interaction of actors in a scene. Analyse and evaluate the ability to interact with an audience.</p>

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Term 3	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Macbeth</p> <p>What's Behind The Door</p> <p><i>SKILLS</i></p> <p><i>Introduction to:</i></p> <p>Script work</p> <p>Exploration of Shakespearian Language</p> <p>Proxemics</p> <p><i>Building on:</i></p> <p>Characterisation and vocal skills</p> <p>Rehearsal techniques</p> <p>Working with a stimulus</p> <p>Devising</p>	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Crime and Punishment</p> <p><i>SKILLS</i></p> <p><i>Develop:</i></p> <p>Devising</p> <p>Mime</p> <p>Working with stimulus</p> <p><i>Introduction to:</i></p> <p>Cross Cutting</p> <p>Narration</p> <p>Critically watch Live Theatre</p> <p>Analyse and evaluate acting, design and technical aspects.</p> <p>Analyse and evaluate the characterisation and interaction of actors in a scene.</p> <p>Analyse and evaluate the ability to interact with an audience.</p> <p>Working collaboratively</p>	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Lovely Weather</p> <p>Improvisations and Stereotypes</p> <p><i>SKILLS</i></p> <p><i>Develop:</i></p> <p>Script Work</p> <p>Characterisation and vocal skills</p> <p>Spatial awareness</p> <p>Exploring improvisation workshops</p> <p>Devising and working with stimulus</p> <p>Characterisation and vocal skills</p> <p><i>Comedy</i></p> <p><i>SKILLS</i></p> <p>Using Stanislavski's 'Magic If'</p> <p>Brecht's techniques with Tableau</p> <p>Verbatim Theatre monologues</p> <p>Devising from independent choice of stimuli</p>	<p><i>TOPIC/KNOWLEDGE</i></p> <p><i>Introduction to:</i></p> <p>Component 1- Devising from a Stimulus</p> <p><i>SKILLS</i></p> <p><i>Advanced development of:</i></p> <p>Characterisation</p> <p>Vocal skills</p> <p>Theatrical skills</p> <p>Technical skills</p> <p>Knowledge and application of practitioner styles</p> <p>Devising from stimuli</p> <p>Character development</p> <p>Playwrights' dramatic intentions</p> <p>Proxemics</p> <p>Vocal techniques</p> <p>Physical Theatre</p> <p>Consolidation of different style/genres</p> <p>Analyse and evaluate acting, design and technical aspects.</p> <p>Analyse and evaluate the characterisation and</p>	<p><i>TOPIC/KNOWLEDGE</i></p> <p>Component 3.</p> <p>Written Examination</p> <p>Analysis of set text</p> <p>Analysis of live theatre</p> <p><i>SKILLS</i></p> <p><i>Consolidation and refinement of:</i></p> <p>Different style/genres</p> <p>Analyse and evaluate acting, design and technical aspects.</p> <p>Analyse and evaluate the characterisation and interaction of actors in a scene.</p> <p>Analyse and evaluate the ability to interact with an audience.</p>

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			Types of comedic drama, e.g. Black comedy, Slapstick Improvisation Working collaboratively	interaction of actors in a scene. Analyse and evaluate the ability to interact with an audience.	
				GCSE drama students are expected to use the Drama room outside of lesson times to rehearse ready for practical performances. Drama staff are also available on certain lunchtimes to support the written aspects of the course	
Career Pathways					