

Drama Curriculum Map

HOUSE GROUP ROTATION	Term 1 / 2	Term 3 / 4	Term 5 / 6	By the end of year, students will have:
Year 7 Topic (link to slides / SOW)	<u>Scripted Extracts: children's stories as plays</u> <u>BASELINE ASSESSMENT: What is your Drama experience so far?</u> Assessed task: Final performance	<u>Theatre Craft: mask & mime</u> Assessed task: Final performance	<u>Devised Theatre: telling my story (synoptic unit)</u> Assessed task: Final performance	<ul style="list-style-type: none"> - Explored 3 key areas of Drama: scripted pieces, devising drama & theatre craft. - Been introduced to key performance skills which should be 'establishing' by the end of the year. - Had opportunities to demonstrate group work skills, communication and evaluation of their own and others' work. - Been given opportunities to see live / recorded theatre productions.
Y E A R 7	Intended foci <ul style="list-style-type: none"> - How do we create a character? - How do we read a script? - What are different styles & genres of Drama? - How do we make a piece of theatre? - How can we critically evaluate our own work and the work of others? 	<ul style="list-style-type: none"> - Is Drama only about acting (no!)? - What is theatre's history? - How can we communicate with no voice? - How can we critically evaluate our own work and the work of others? 	<ul style="list-style-type: none"> - How can I demonstrate the skills I've learned this year? - How does my learning in Drama link to other subjects? - Can we celebrate the diversity of our class? - What does Drama around the world look like? - How can we create an original piece of Drama? - How can we critically evaluate our own work and the work of others? 	

Skills	<ul style="list-style-type: none"> - Body Language / Physicality / Posture - Narrative - Tone / Intonation - Volume - Freeze frames - Physical Theatre - Blocking -Soundscaping 	<ul style="list-style-type: none"> - Body Language / Physicality / Posture - Tension - Gesture - Proxemics - Pace - Improvisation - Group work and collaboration 	<ul style="list-style-type: none"> - Body Language / Physicality / Posture - Energy levels - Tone / Volume - Proxemics - Pace - Freeze frames - Monologues - Improvisation - Group work and collaboration - Dance and Choreography 	<ul style="list-style-type: none"> - Explored the wider theatrical possibilities through theatre craft homework menus. 					
Live Theatre Opportunities	<ul style="list-style-type: none"> - Watch scenes from National Theatre 'Peter Pan' and / or 'Treasure Island' 	<ul style="list-style-type: none"> - Mime / mask artists (YouTube - linked in SOW) - Charlie Chaplain (YouTube - linked in SOW) 	<ul style="list-style-type: none"> - African Storytelling (YouTube - linked in SOW) 						
Homework Menu	<ul style="list-style-type: none"> - Re-write a scene from a story you love as a script - Make a model-box stage for a scene we've studied - Photograph a collection of props for a character you've enjoyed studying <p>Assessed Task: Final evaluation of your work this term (paragraph to be marked)</p>	<ul style="list-style-type: none"> - Mask Research - Make your own mask at home in whatever mediums you like - Stop motion of your own mime <p>Assessed Task: Final evaluation of your work this term (paragraph to be marked)</p>	<ul style="list-style-type: none"> - Write your monologue - Research name / culture - Find fables from around the world which you could dramatise - Make a puppet show of your final piece & film it <p>Assessed Task: Final evaluation of your work this term (paragraph to be marked)</p>						

YE A R 8	Year 8 Topic (link to slides / SOW)	Scripted Extracts: Noughts & Crosses Assessed task: Final performance	Theatre Craft: History of Theatre (Shakespeare Villains & Melodrama) Assessed task: Final performance	Devised Theatre: The Kindertransport (synoptic unit) Assessed task: Final performance	- Developed 3 key areas of Drama: scripted pieces, devising drama & theatre craft.
	Intended foci	- How do we read a script? - How does my learning in Drama link to other subjects? - How can Drama be used to explore challenging issues? - How do we make a piece of theatre? - Can technology help us in Drama (ipad)? - How can we critically evaluate our own work and the work of others?	- What is theatre's history? - How do we create a character? - How does my learning in Drama link to other subjects? - What are different styles & genres of Drama? - How can we critically evaluate our own work and the work of others?	- How can Drama be used to explore challenging issues authentically? - How can we create an original piece of Drama? - How can we create empathy from our audience? - How do we make a piece of theatre? - How can we critically evaluate our own work and the work of others?	- Practiced key performance skills which should be 'developing' by the end of the year. - Had further opportunities to demonstrate group work skills, communication and evaluation of their own and others' work. - Been given further opportunities to see live / recorded theatre productions.
	Skills	- Blocking & staging - Proxemics - Split-stage - Facial Expressions - Volume / Pace - Narration	- Body Language / Physicality / Posture / Gesture - Energy levels - Tone / Volume - Proxemics - Facial Expressions - Group work and collaboration	- Freeze frames - Improvisation - Blocking - Facial expressions - Gesture - Proxemics - Monologues - Group work and collaboration	- Explored the wider theatrical possibilities through theatre craft homework menus.
	Live Theatre Opportunities	- BBC Adaptation of 'Noughts & Crosses'	- Muppet Melodrams (linked on slides) - National Theatre's 'Twelfth Night' - Malvolia	- Ingo's War	

	Homework Menu	<ul style="list-style-type: none"> - Jelly Baby lighting (re-create a key scene and design the lighting) - Production Poster for an adaptation of Noughts & Crosses - Underscore / Soundtrack a scene from the play and record it - Assessed Task: Final evaluation of your work this term (paragraph to be marked) 	<ul style="list-style-type: none"> - Write your own mini-melodrama script - Stop-motion lego melodrama - Write / find a piece of music to underscore a Shakespeare extract - Assessed Task: Final evaluation of your work this term (paragraph to be marked) 	<ul style="list-style-type: none"> - Write a monologue for your devised piece - Design a costume for your piece - Pack a bag of props that could be used for a character in your piece - Assessed Task: Final evaluation of your work this term (paragraph to be marked) 	
	Each term a different house group has their English lessons in Drama studying Shakespeare				
YE A R 9	Year 9 Shakespeare (link to slides / SOW)	<u>Romeo & Juliet</u> Assessed tasks: scripted performance, Live theatre review			<ul style="list-style-type: none"> - Further developed 3 key areas of Drama: scripted pieces, devising drama & theatre craft.
	Intended foci	<ul style="list-style-type: none"> - What is the plot of Romeo & Juliet? - How do we create clear characters? - How can we decipher Shakespeare's language? - How do we make a piece of theatre? - How can we critically evaluate our own work and the work of others? 			<ul style="list-style-type: none"> - Further developed key performance skills which should be 'mastered' by the end of the year.
	Skills	<ul style="list-style-type: none"> - Body Language / Physicality / Posture / Gesture - Energy levels / Tension - Tone / Volume / Emphasis / Accent / Diction - Proxemics / Split stage - Breaking the fourth wall - Group work and collaboration - Stage Combat 			<ul style="list-style-type: none"> - Had further opportunities to demonstrate group work skills, communication and evaluation of their own and others' work. - Been given further

Live Theatre Opportunities	The Globe Theatre: Romeo & Juliet (audio described version)	opportunities to see live / recorded theatre productions.
Homework Menu	<ul style="list-style-type: none"> - Line learning - Character cards - Make up wounds for stage combat - Create a model box for a set fo Romeo & Juliet - Re-write the prologue of R&J as a modern rap <p>-Assessed Task: Final evaluation of your work this term (paragraph to be marked)</p>	<ul style="list-style-type: none"> - Explored a Shakespearean text in detail, analysing language. - Explored the wider theatrical possibilities through theatre craft homework menus.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 (link to slides / SOW)	<p>BASELINE ASSESSMENT: What is your Drama experience so far?</p> <p>Component 1: Introduction A: Terminology C: Live theatre</p> <p>HOMEWORK: Terminology quizzes,</p>	<p>Component 2: Mock Devising Unit & Devising Log</p> <p>HOMEWORK: Mock Devising Log</p>	<p>Component 1: B: Blood Brothers</p> <p>HOMEWORK: Blood Brothers Exam Questions</p>	<p>Component 1: Revision A: Terminology B: Blood Brothers (Revise question format) C: Live theatre</p> <p>HOMEWORK: Revision for mock exams</p> <p>MOCK EXAMS - Full Component 1 Paper</p>	<p>Component 2: Devising Drama</p> <p>HOMEWORK: response to stimulus research, rehearsal. Writing the Devising Log (written coursework).</p>	<p>Component 2: Devising Drama</p> <p>HOMEWORK: line learning, rehearsal. Writing the Devising Log (written coursework).</p>

	Live theatre revision resources, lesson evaluations, live theatre essays.					
Notes	<i>Theatre visit needed for autumn term</i>	<i>Theatre visit needed for autumn term</i>	<i>Local performance of Blood Brothers to see?</i>			<i>Can we arrange to have this practical exam early? NOTES FOR YEAR 11: Assessed Component 2 started in the autumn of Year 11, performed before Easter (with revision break around December mocks)</i>
Year 11 (link to slides / SOW)	Component 2: complete assessed Devising performance (internal practical exam) HOMEWORK: Devising Log final submission (internally marked written coursework)	Component 1: Revision A: Terminology B: Act 2 Blood Brothers (Revise question format) C: Live theatre (Wonderboy, A Christmas Carol, Ask Me Anything) HOMEWORK: Revision of Component 1 - practice questions	Component 3: scripted extracts HOMEWORK: character exploration, playwright research, line learning, rehearsal.	Component 3: scripted extracts (External practical exam) HOMEWORK: line learning, rehearsal.	Component 1: Revision and exam preparation HOMEWORK: Revision of Component 1 - practice questions	Component 1: Revision and exam preparation (External written exam) HOMEWORK: Revision of Component 1 - practice questions

		MOCK EXAMS - Full Component 1 Paper				
Notes	<i>Theatre visit needed for autumn term</i>	<i>Theatre visit needed for autumn term</i>				

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Year 12 (link to slides / SOW)	BASELINE ASSESSMENT: Live Theatre review KHR: Component 3, Extract 1 - Component 20th Monologues & introduction to Reflective Report (1st submission) NB: Component 1B - Our Country's Good HOMEWORK: Component 1 Revision; Component 2: Reflective Report	KHR: Component 1C - Live Theatre TEACHER 2: Component 1B - Our Country's Good HOMEWORK: Component 1 Revision	KHR: Component 2 - Practitioner Workshops TEACHER 2: Component 2 - Working Notebook / Stimulus Exploration HOMEWORK: Component 1B & 1C Revision	KHR: Component 2 - Practitioner Workshops TEACHER 2: Component 2 - Working Notebook / Stimulus Exploration HOMEWORK: Component 1B & 1C Revision	PROGRESS EXAMS KHR: Component 2 - development of devised piece TEACHER 2: Component 2 - development of devised piece HOMEWORK: Component 2 - Working Notebook	Component 2: final performance of devised piece and submission of working notebook (internal practical coursework) KHR: Component 2 - development of devised piece TEACHER 2: Component 2 - development of devised piece HOMEWORK: Component 2 - Working Notebook

Notes	<i>Theatre visit needed for autumn term</i>	<i>Theatre visit needed for autumn term</i>				<i>Notes for Yr 13: do we need to revise the format of the A Level by completing scripted extracts in year 12 and Devising in year 13?</i>
Year 13 (link to slides / SOW)	<p>KHR: Component 1A - Much Ado About Nothing</p> <p>NB: Component 3, Extract 2 - modern / group piece / Duologues & submission of Reflective Report (2nd submission)</p> <p>HOMEWORK: Component 1 Revision; Reflective Report</p>	<p>KHR: Component 1A - MAAN / Component 1B - OCG</p> <p>TEACHER 2: Component 1B & 1C - Revision of OCG / LT</p> <p>HOMEWORK: Component 1 Revision</p>	<p>MOCK EXAMS</p> <p>KHR: Component 3, Extract 3 & Reflective Report</p> <p>TEACHER 2:: Component 1A, 1B, 1C Revision</p> <p>HOMEWORK: Component 1 Revision</p>	<p>KHR: Component 3, Extract 3 & Reflective Report</p> <p>TEACHER 2:: Component 3, Extract 3 & Reflective Report</p> <p>HOMEWORK: Component 1 Revision</p>	<p>Component 3: final performance of scripted extracts and submission of Reflective Report (External practical exam)</p> <p>BOTH TEACHERS: Revision of Component 1A, 1B, 1C - written exam</p> <p>HOMEWORK: Component 1 Revision</p>	<p>Component 1: final written exam</p> <p>BOTH TEACHERS: Revision of Component 1A, 1B, 1C - written exam</p> <p>HOMEWORK: Component 1 Revision</p>
Notes	<i>Theatre visit needed for autumn term</i>					