

Drama Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	<p><u>Elements of Drama</u> “Welcome to Drama”</p> <p>Pupils will be introduced to the basic elements, skills and techniques of Drama – the “building blocks” of the subject</p>	<p><u>Intro to Styles of Theatre</u> “Melodrama & Pantomime”</p> <p>Pupils will be introduced to the style of Melodrama and Pantomime and will gain knowledge an understanding of the conventions and skills of this particular style .</p>	<p><u>Structuring Devised Performances</u> “Devising Drama- T.I.E.”</p> <p>Pupils will be introduced to the style of Theatre in Education, revisiting all the Drama skills and techniques developed this year. Pupils will develop devising skills such as structuring, narrative and character development.</p>	<p><u>Storytelling 2</u> “Macbeth”</p> <p>Pupils will be introduced to ensemble work, revisit heightened naturalism and will be introduced to interpretation of character. Pupils will develop Drama techniques of soundscaping and ensemble work.</p>	<p><u>Storytelling 3</u> “Roald Dahl Scripts”</p> <p>Pupils will be introduced to script work, revisit heightened naturalism and interpretation of character. Pupils will develop the skills required to take a scripted scene from “page to stage”.</p>	<p><u>Styles of Theatre 1</u> “Themes of a Musical as Stimulus”</p> <p>Pupils will continue to develop their knowledge and understanding of devising. Pupils will understand how to use a stimulus to devise new work. Pupils will gain knowledge on a wider range of personal/social issues whilst exploring themes as a stimulus.</p>
	Assessment	<p>Performance: Various performances demonstrating the basic elements and techniques of a Drama performance</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: Melodrama/Pantomime performances demonstrating the conventions of this particular style</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far this term.</p>	<p>Performance: End of unit performance demonstrating the styles and techniques learnt this unit</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: Macbeth performance demonstrating the personal interpretation of the character’s main themes and characters.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: Scripted performance demonstrating exaggerated characters and personal interpretation.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: Devised performance demonstrating the conventions of this particular style. Pupils will also select and apply Drama skills and techniques learnt over the year.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>
	PREP	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary
Year 8	Topic	<p><u>Styles of Theatre 2</u> “Intro to Physical Theatre”</p> <p>Pupils will be introduced to the style of Physical Theatre and will gain knowledge an</p>	<p><u>Styles of Theatre 3</u> “Intro to Verbatim”</p> <p>Pupils will be introduced to the style of Verbatim Theatre and will gain knowledge an understanding of the</p>	<p><u>Structuring Devised Performances 3</u> “Devising from Stimulus”</p> <p>Pupils will revisit the style of Devising from stimulus will continue to explore and gain knowledge on how to structure a devised</p>	<p><u>Style of Theatre 4</u> “Intro to Epic Theatre”</p> <p>Pupils will be introduced to the style of Epic Theatre and will gain knowledge an understanding of the conventions and skills</p>	<p><u>Style of Theatre 5</u> “Improvisation & Characterisation”</p> <p>Pupils will be introduced to the style of spontaneous and prepared improvisation and will gain knowledge</p>	<p><u>Style of Theatre 6</u> “Themes of a musical as a stimulus”</p> <p>Pupils will continue to develop their knowledge and understanding of using stimulus to devise. Pupils will gain knowledge on a wider</p>

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		understanding of the conventions and skills of this particular style, focussing on non-verbal communication of character and narrative.	conventions and skills of this particular style, focussing on applying skills and techniques learnt so far in the course.	performance. Students will select and apply a range of skills and techniques learnt so far in the course.	of this particular style, focussing on applying skills and techniques to communicate a moral message in their performances.	an understanding of the conventions and skills of this particular style, focussing on character and plot development in performances.	range of personal/social issues whilst exploring themes as a stimulus.
	Assessment	<p>Performance: End of unit Physical Theatre performances demonstrating the conventions of this particular style.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: Verbatim performances demonstrating the conventions of this particular style as well as applying a range of techniques learnt do far in KS3.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far this term.</p>	<p>Performance: End of unit Devised performance demonstrating the styles and techniques learnt this unit</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: End of unit Epic Theatre performance demonstrating the techniques and conventions of this particular style</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: A range of spontaneous and prepared performances demonstrating developed characters and narratives.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: Devised performance demonstrating the conventions of this particular style. Pupils will also select and apply Drama skills and techniques learnt over the year.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>
	PREP	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary
Year 9	Topic	<p><u>Styles of Theatre 7</u> “Horror and Tension”</p> <p>Pupils will be introduced to the style of Horror/Tension and will gain knowledge an understanding of the conventions and skills of this particular style, focussing on heightened characters and reactions.</p>	<p><u>Styles of Theatre 8</u> “Physical Theatre & Epic Theatre”</p> <p>Pupils will revisit these styles and will continue to develop their knowledge and understanding of the conventions and skills of these styles- focussing on non-naturalistic techniques to develop character and narrative.</p>	<p><u>Structuring Devised Performances 4</u> “Devising through Documentary Theatre”</p> <p>Pupils will revisit the style of Devising but through the style of Documentary Theatre – using the stimulus of Hillsborough. Students will select and apply a range of skills and techniques learnt so far in the course.</p>	<p><u>Style of Theatre 9</u> “Script Work through Verbatim”</p> <p>Pupils will revisit the style of verbatim, through the script of “Game Over”. Pupils will explore a range of script based tasks to develop character and narrative through the style of Verbatim. Pupils will focus on developing and applying non</p>	<p><u>Style of Theatre 10</u> <u>Structuring Devised Performances 5</u> “Devising from Stimulus”</p> <p>Intro to The Paper Birds devising techniques (GCSE AQA Practitioner) Pupils will continue to develop their knowledge and understanding of using stimulus to devise. Pupils will draw upon Epic Theatre techniques as well as applying new</p>	<p><u>Style of Theatre 6</u> “Themes of a musical as a stimulus”</p> <p>Pupils will continue to develop their knowledge and understanding of using stimulus to devise. Pupils will gain knowledge on a wider range of personal/social issues whilst exploring themes as a stimulus.</p>

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					naturalistic techniques in their performances.	knowledge of The Paper Birds techniques.	
	Assessment	<p>Performance: End of unit Physical Theatre performances demonstrating the conventions of this particular style.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: A range of Physical and Epic Theatre style performances demonstrating the conventions and techniques of these particular styles</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far this term.</p>	<p>Performance: End of unit Documentary Theatre performance demonstrating the style, conventions and techniques learnt this unit.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: End of unit Epic Theatre performance demonstrating the techniques and conventions of this particular style.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: A range of spontaneous and prepared performances demonstrating developed characters and narratives.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>	<p>Performance: Devised performance demonstrating the conventions of this particular style. Pupils will also select and apply Drama skills and techniques learnt over the KS3 course.</p> <p>Knowledge Quiz: Multiple choice assessment on knowledge and skills learnt so far.</p>
	PREP	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary	Revision for Knowledge Assessment Spelling test of key vocabulary
Year 10 GCSE DRAMA	Topic	<p>Component 2- Devising- Internal Exam</p> <p>Process of creating devised drama (The PaperBirds) Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work</p>	<p>Component 2- Devising- Internal Exam</p> <p>Process of creating devised drama (The PaperBirds) Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work</p>	<p>Component 2- Devising- Internal Exam</p> <p>Process of creating devised drama (The PaperBirds) Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work</p>	<p>Component 1 – Preparing for Summer Mock</p> <p>Revision for written Paper June mock</p> <p>Section A- Theatre Roles Section B – Set text Section c – Live Theatre</p>	<p>Component 1 – Preparing for Summer Mock</p> <p>Revision for written Paper June mock</p> <p>Section A- Theatre Roles Section B – Set text Section c – Live Theatre</p>	<p>Component 3 – Preparing for External Exam</p> <p>Exploring a range of texts and styles in preparation for the Spring 2024 external exam</p>
	Assessment			Internal assessment and moderation of final performance and coursework portfolio. Submitted to Exam Board.		Written exam (80marks) will be undertaken in the mock examination series.	

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	PREP	Section 1 of coursework portfolio	Section 2 of coursework portfolio	Section 3 of coursework portfolio	Revision for mock exam	Revision for mock exam	Wider reading and research of play texts outside of lesson
Year 10 GCSE DANCE	Topic	Component 1: <ul style="list-style-type: none"> Introduction to GCSE Dance knowledge & understanding 	Component 1: <ul style="list-style-type: none"> Introduction to GCSE Dance knowledge & understanding Component 2: <u>Study of Dance Anthology Work 1</u>	Component 1: <ul style="list-style-type: none"> Application of Choreography skills Component 2: <u>Study of Dance Anthology Work 2</u>	Component 1: <ul style="list-style-type: none"> Responding to stimuli and application of Choreography skills Component 2: <u>Study of Dance Anthology Work 3</u>	Component 1: <ul style="list-style-type: none"> Analysis and application of Performance and Choreography skills through Dance Anthology works 4&5 Component 2: <u>Study of Dance Anthology Work 4</u> <u>Study of Dance Anthology Work 5</u>	Component 1: <ul style="list-style-type: none"> Development and application of Performance Skills through Learning and Reproduction of 2 set phrases Performance <ul style="list-style-type: none"> Exploration of 2 Set Phrases Shift and Breath Component 2: <u>Study of Dance Anthology Work 6</u>
	Assessment	Component 2: Section A <ul style="list-style-type: none"> Exam questions relating to A,S,D,R 	Component 2: Section A <ul style="list-style-type: none"> Exam questions relating to choreography skills – S,D,A,E,C 	Component 2: Section B <ul style="list-style-type: none"> Exam questions relating to Choreography skills – A,S,D,R and P,S,D,A,E,C 	Component 2: Section B <ul style="list-style-type: none"> Exam questions relating to Performance skills – P,T,E, M 	Component 2: Section C <ul style="list-style-type: none"> Exam questions in relation to dance anthology works (6 Marker) 	Component 1: Solo Performance Assessment Criteria Component 2: Section C Exam questions in relation to dance anthology works (12 Marker) Year 10 Mock Paper – Section: A,B &C
	PREP	<ul style="list-style-type: none"> Understanding key terminology relating to dance toolkit (A,S,D,R) explored through the creation of revision resources 	<ul style="list-style-type: none"> Understanding key terminology relating to performance skills (P,T,E,M) explored through the creation or revision resources 	<ul style="list-style-type: none"> Comparing and contrasting Dance Anthology Works 1 & 2 Collation of stimuli in preparation for Spring Term 2 	<ul style="list-style-type: none"> Choreography development log 	<ul style="list-style-type: none"> Creation of posters for Professional works 1-3 	<ul style="list-style-type: none"> Creation of posters for Professional works 4-6 Rehearse set phrases

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Year 11 GCSE DRAMA	Topic	<p>Component 3 Preparing for External Exam Rehearsing the two final extracts for the Spring external practical exam.</p> <p>Component 1 – Preparing for November Mock</p> <p>Revision for written Paper Nov. mock</p> <p>Section A- Theatre Roles Section B – Set text Section c – Live Theatre</p>	<p>Component 1 – Preparing for November Mock</p> <p>Revision for written Paper Nov. mock</p> <p>Section A- Theatre Roles Section B – Set text Section c – Live Theatre</p>	<p>Component 3 Preparing for External Exam Rehearsing the two final extracts for the Spring external practical exam.</p>	<p>Component 3 Preparing for External Exam Rehearsing the two final extracts for the Spring external practical exam.</p> <p>Component 1 – Summer Exam</p> <p>Revision</p> <p>Section A- Theatre Roles Section B – Set text Section c – Live Theatre</p>	<p>Component 1 – Summer Exam</p> <p>Revision</p> <p>Section A- Theatre Roles Section B – Set text Section c – Live Theatre</p>	
	Assessment		Mock examination in November		External Comp 3 practical examination		
	PREP	Learning lines for Comp 3 Exam Revision for Comp 1 Mock	Revision for Comp 1 Mock	Learning lines for Comp 3 Exam	Learning lines for Comp 3 Exam Revision for Comp 1 Mock	Revision for Comp 1 Mock	
Year 11 TECH AWARD P.ARTS	Topic	<p>Unit 1 Internal Exam</p> <p>Students will undertake their own research project based upon their chosen play and develop their knowledge and understanding of style, mood, genre, target audience, playwright's intentions, intended</p>	<p>Unit 1 Internal Exam</p> <p>Students as a group or as a soloist will prepare and rehearse their chosen scene, whilst undertaking character development workshops to expand their knowledge and understanding of bringing a scene from page to stage.</p>	<p>Unit 3 External Exam</p> <p>This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.</p> <p>Exam board to release the brief in January 2024</p>	<p>Unit 3 External Exam</p> <p>This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.</p> <p>Exam board to release the brief in January 2024</p>	<p>Unit 3 External Exam</p> <p>This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.</p> <p>Exam board to release the brief in January 2024</p>	<p>End of Course. Revision for other subjects.</p>

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		<p>mood and atmosphere and themes evident.</p> <p>Students within group will choose a scene to bring from 'Page to stage' and discuss how their research will influence their practice.</p> <p>Students will consider all elements of a rehearsal schedule and identify expectations needed to bring a production to life.</p>	<p>Students will perform their scenes to a live audience choosing their own target audience, staging and intended mood and atmosphere.</p> <p>Students will evaluate their work at the end of the production process.</p>		Exam board to release the brief in January 2024		
Assessment	<p>Full Internal assessment:</p> <p>Task 1A & 1B under controlled assessment conditions on the computer (1hr 30) Students will type up their research and discuss how this is will implement their practice and decision-making when bringing 1 scene to life.</p> <p>Task 2 Students independently will create their own rehearsal schedule</p>	<p>Full internal Assessment:</p> <p>Task 3 Students will document their rehearsal process by creating log books to evidence their progression</p> <p>Task 4 Students will perform their chosen scenes to a live audience internally marked and externally moderated</p> <p>Task 5 Students under controlled assessment</p>				<p>Full External Controlled Assessment. TBC by Exam Board in Jan 2024.</p>	

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		<p>demonstrating their knowledge and understanding of:</p> <ul style="list-style-type: none"> • effective time management • different types of rehearsal. <p>Task 3: Students will begin to document their rehearsal process by creating log books</p>	<p>conditions on the computer (1 hour) will evaluate their practice and highlight key aspects of development.</p>				
	<p>PREP</p>	<p>Students will undertake their own research project based upon their chosen play and develop their knowledge and understanding of style, mood, genre, target audience, playwright's intentions, intended mood and atmosphere and themes evident.</p> <p>Students within group will choose a scene to bring from 'Page to stage' and discuss how their research will influence their practice.</p>	<p>Students as a group or as a soloist will prepare and rehearse their chosen scene, whilst undertaking character development workshops to expand their knowledge and understanding of bringing a scene from page to stage.</p> <p>Students will perform their scenes to a live audience choosing their own target audience, staging and intended mood and atmosphere.</p>				<p>Revision for other subjects.</p>

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		Students will consider all elements of a rehearsal schedule and identify expectations needed to bring a production to life.	Students will evaluate their work at the end of the production process.				
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