



Drama Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
KS2	<p>Students don't study Drama at KS3 but some may have experience Drama in the following ways:</p> <p>Students typically have performed in a play/leavers' assembly.</p> <p>They may be familiar with basic Drama games and improvisation skills but experience will be varied.</p> <p>Students generally have a willingness to perform in front of an audience when they reach us in Year 7.</p> <p>Working in groups or teams is likely to have been explicitly taught.</p>					
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7	<p>To a reasonable standard, students will learn to:</p> <ol style="list-style-type: none"> 1. Use Drama techniques to communicate meaning. 2. Use language to communicate character. 3. Perform in a range of styles and genres. 4. Evaluate and analyse their work both orally and in writing. <p>Styles Devised Performance; Genres of performance; Scripted performance; Dramatic skills</p>	<p>We want students to be able to:</p> <ul style="list-style-type: none"> • Appreciate the power of performance in understanding the human condition. • Develop the ability to see the world from different perspectives. • Understand that human behaviour communicates meaning. <p>Exploring the basic theatrical conventions and performance skills will mean that students:</p> <ul style="list-style-type: none"> • develop confidence and communication skills, • learn basic stagecraft 	<p>Gait Gesture Mannerism Posture Tone Script Freeze-frame Step-out Stage configurations Stage positioning</p>	<p>Genre Communication Performance Performance skills Body Language Facial Expression Energy Pantomime Commedia Dell'art Mummer plays Melodrama</p>	<p>Reading Specialist teacher knowledge Reading scripted extracts e.g. Cinderella. Stretch & Challenge – independent research and questioning.</p> <p>Writing Students will be able to evaluate and analyse their work both orally and in writing. Differentiation – Writing frame,</p>	<p>Term 2 & 6</p> <p>Practical Assessment using the Technique Toolkit.</p> <p>Written Assessment -Live heater Evaluation.</p>

<p>Techniques Freeze-frame; Step-out; Narration; Stock Characters; Split-stage; Stage configurations; Stage positioning</p> <p>Performance Skills Physical: Body language; Gait; Gesture; Mannerism; Energy; Posture; Facial expression Vocal: Volume; Diction; Tone</p> <p>Protected Characteristics-</p> <p>Marriage & Civil Partnerships & Sexual Orientation-Students will be exploring marriage when they look at <i>Cinderella</i> as part of the Script & Character (Block 3-4). Whilst delivering this SOW, students will explore marriage and civil partnership discrimination and sexual orientation discrimination.</p> <p>Race, Sex, Disability, Gender Reassignment, Pregnancy & Religion-Students will be exploring Christianity as part of the Genres unit (Block 3). Students study <i>Mummer</i> plays in this topic. Students will explore similar plays which are used by other religious groups. Students will be presented with a range of visual images displayed on PPT and printed resources. Teachers to ensure that these images present a wide range of people from different religions, races, sex, gender reassignment, pregnancy and disabilities. These will be explicit during Toolkit and Live Theatre Evaluation SOW (Block 1 & 4)</p>	<ul style="list-style-type: none"> gain control of the building blocks of any performance work <p>Students will build a bank of basic drama physical and vocal skills that are applicable both in Drama and in life</p>			<p>systematic guides, templates, choice of media.</p> <p>Oracy Learning to evaluate peer performances through using the Rules for speaking (use of formal language, eye contact, key vocabulary, projection, full sentences, replacing fillers, reading with expression & listen carefully). Students will also be expected to use Thought Stems, Paraphrasing, Sophisticated Synonyms frequently in their drama lessons to communicate understanding and to challenge their ability to orate. Speech during performances i.e. consideration for the best use of tone, expression etc. Students will be challenged to use Relentless Redrafting to ensure that their verbal communication is clear and constantly challenged to meet high expectations.</p>	
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8	<p>To a good standard, students will learn to:</p> <ol style="list-style-type: none"> 1. Use our voice to create meaning. 2. Take language from the page to the stage. 3. Perform in a range of styles using stimuli to devise theatre. 4. Evaluate and analyse their work both orally and in writing. <p>Styles Shakespeare</p> <p>Performance skills (new for Y8) Vocal: Pitch; Pace; Pause; Accent; Timing; Intonation; Emphasis</p> <p>Protected Characteristics:</p> <p>Age- Students explore Voice, during this SOW students will consider people of different ages. At this point, teachers will explore age discrimination. (Block 8)</p> <p>Race & Religion-Students in Y8 will explore Shakespeare extracts, including Othello & A Merchant of Venice. Here we will explore the themes of race and religion. (Block 6)</p> <p>Race, Sex, Disability, Gender Reassignment, Pregnancy & Religion- Students will be presented with a range of visual images displayed on PPT and printed resources. Teachers to ensure that these images present a wide range of people from different religions,</p>	<p>We want students to be able to:</p> <ul style="list-style-type: none"> • Appreciate and master the power of performance in understanding the human condition. • Develop the ability to see the world from different perspectives in more challenging contexts such including historical and geographical. • Gain an understanding of English cultural heritage by exposing them to outstanding writing. • Understand that human behaviour communicates meaning and be able to creatively interpret this through performance. • challenge their self-consciousness by stepping out of their comfort zone empathising with characters different from themselves • Develop the ability to control their voice in performance and in everyday life. 	<p>Pitch Pace Pause Accent Timing Intonation Emphasis Dialect Enunciation Diction Annunciation</p>	<p>Performance styles Evaluative Skills Analytical Skills Physical and Vocal Skills.</p>	<p>Reading Specialist teacher knowledge Reading Shakespeare play extracts, poems for stimuli. Stretch & Challenge – independent research and questioning.</p> <p>Writing Students will be able to evaluate and analyse their work both orally and in writing. Differentiation – Writing frame, systematic guides, templates, choice of media.</p> <p>Oracy Learning to evaluate peer performances through using the Rules for speaking (use of formal language, eye contact, key vocabulary, projection, full sentences, replacing fillers, reading with expression & listen carefully). Students will also be expected to use Thought Stems, Paraphrasing, Sophisticated Synonyms frequently</p>	<p>Term 2 & 6</p> <p>Written Assessment -Live theater Evaluation.</p> <p>Practical Assessment using a range of vocal skills.</p>

	<p>racism, sex, gender reassignment, pregnancy and disabilities. These will be explicit during Devising SOW and Live Theatre Evaluation SOW (Block 5&7)</p>				<p>in their drama lessons to communicate understanding and to challenge their ability to orate. Speech during performances i.e. consideration for the best use of tone, expression etc. Students will be challenged to use Relentless Redrafting to ensure that their verbal communication is clear and constantly challenged to meet high expectations.</p>	
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	<p>To a very good standard, students will learn to:</p> <ol style="list-style-type: none"> 1. Exploration of a Set text (<i>Hansel and Gretel</i>) through a practical and theoretical point of view. 3. Explore GCSE style questions which will enable students to describe, explain and analyse how they would stage their Set text. 5. Use a range of stimuli and explore a variety of theatre practitioners such as Brecht, Artaud, Stanislavski and Frantic Assembly to create a piece of original theatre. 6. Analyse their response to a range of stimuli and theatrical conventions of different 	<p>We want students to be able to:</p> <ul style="list-style-type: none"> • To use their creative skills to create imaginative pieces of drama based on a given stimulus. This will enable students to work together in groups using collaboration, communication skills, problem solving to create meaningful pieces of drama, which will showcase their knowledge, skills and understanding of a range of theatrical conventions and performance skills. • To explore the social, cultural and historical context in which the performance texts studied are set which enables students to understand human behaviour from a range of periods, social settings and cultures. 	<p>Genre Structure Character Form Practitioner Theatrical Conventions</p>	<p>Devising from stimuli Historical context Themes Motifs Character Analysis</p>	<p>Reading Specialist teacher knowledge Reading play extracts from Hansel & Gretel, stimuli e.g. newspaper articles, diary entries and poems.</p> <p>Writing Students will be able to describe, explain, evaluate and analyse through a wide range of written tasks.</p> <p>Oracy Learning to evaluate peer performances through using the Rules for speaking (use of formal</p>	<p>Tern 2 & 6</p> <p>Practical assessment of a piece of theatre using the theatrical conventions of a chosen practitioner.</p> <p>Written assessment where students are answering GCSE style questions on a set text.</p>

	<p>practitioners to create a piece of devised theatre.</p> <p>Protected Characteristics:</p> <p>Age & Gender- Students explore Hansel & Gretel in Block 11. Here students will consider why the witch is always depicted as old and female. This is an opportunity to explore these protected characteristics & the discrimination of these.</p> <p>Race, Religion, Sex, Disability, Gender Reassignment, Pregnancy & Religion- Students will be presented with a range of stimuli in Block 10. These PCs will be displayed on PPT and printed resources. Teachers to ensure that these images present a wide range of people from different religions, races, sex, gender reassignment, pregnancy and disabilities. These will be explicit during Devising SOW.</p>	<ul style="list-style-type: none"> Appreciate that Drama has many forms and there are many ways in which to communicate meaning when exploring different conventions associated with each practitioner. 			<p>language, eye contact, key vocabulary, projection, full sentences, replacing fillers, reading with expression & listen carefully).</p> <p>Students will also be expected to use Thought Stems, Paraphrasing, Sophisticated Synonyms frequently in their drama lessons to communicate understanding and to challenge their ability to orate.</p> <p>Speech during performances i.e. consideration for the best use of tone, expression etc.</p> <p>Students will be challenged to use Relentless Redrafting to ensure that their verbal communication is clear and constantly challenged to meet high expectations.</p>	
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
10	<p>AQA GCSE Component 1 Understanding Drama (written)</p> <p>Students will explore Willy Russell's Blood Brothers. Students will gain knowledge and understanding of the context, themes, motifs, characters, practical demands; including lighting,</p>	<ul style="list-style-type: none"> Students will develop their knowledge and understanding of the characteristics and context of Blood Brothers; exploring their ideas for how the play may be interpreted practically which encourages students to think like a director as well as a performer. 	<p>Form Style Language Sub-text Character motivation Interaction</p>	<p>Response to stimulus Reflection Analysis Context Evaluation</p>	<p>Reading</p> <p>Specialist teacher knowledge Reading set text, Blood Brothers</p> <p>Writing</p>	<p>Component 2- Devising Drama Final performance and assessment of a piece of devised theatre</p>

	<p>setting, costume design and intended performance aims.</p> <p>Component 2 Devising Drama (Practical) Students will explore a range of stimuli and theatrical conventions to create performance of devised drama.</p> <p>Students will learn to reflect on the devising process using analysing and evaluation.</p> <p>Age, Race, Sex, Disability, Sexual Orientation, Marriage & Civil Partnerships, Pregnancy & Religion- Students will be exploring the Holocaust. We will explicitly investigate how minority groups of people were treated and victimised. (Component 2)</p>	<ul style="list-style-type: none"> Students will learn how to practically explore Blood Brothers as well as how to articulate their ideas through a written format. Students to create a piece of Drama that enables them to use their imaginations, show case their performance skills whilst working in a group. Students will demonstrate their interpretation of a given stimulus. Students will develop their ability to critically reflect on their work using analysis and evaluation, providing them with key life skills to enable progression. 	<p>Mood and atmosphere Development of pace and rhythm Dramatic climax Stage directions</p>		<p>Students will be able to respond to their devised theatre pieces through analysis and evaluation</p> <p>Oracy Providing critical evaluation whereby students learn how to articulate performance pieces using key terms and definitions, focussing on intentions in response to directorial/practitioner influences.</p>	<p>Y10 PPE-Component 3 3 Texts in Practice and Component 1 Understanding Drama</p>
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11	<p>GCSE AQA DRAMA Component 1 Understanding Drama (Written) Students will further gain knowledge and understanding of drama and theatre. Students will refine their analysis and evaluation of the work of live theatre makers.</p> <p>Component 3 Texts in Practice (Practical)</p>	<ul style="list-style-type: none"> Students will watch a piece of Live Theatre using analysis and evaluative skills to help them breakdown the semiotics of the performance. Students will display their theatrical skills and performance skills to show 	<p>Upstage (left, right, centre) Downstage (left, right, centre) Centre stage. Theatre in the round Proscenium arch Thrust stage Traverse End on staging Promenade Stage Manager Director</p>	<p>Demonstration of Knowledge and Understanding of Drama and Theatre</p> <p>Analysis Evaluation</p>	<p>Reading Specialist teacher knowledge Reading set text, Blood Brothers and selected play extracts, including Monsters, Girl Like That and Blackout.</p> <p>Writing Students will apply their knowledge and</p>	<p>Term 2 Y11 PPE Component 3-Texts in Practice</p> <p>Term 3 Y11 PPE Component 1- Understanding Drama</p>

	<p>Students will demonstrate their knowledge, skills and understanding of drama and apply this to a performance of one extracts from one play</p> <p>Protected Characteristics:</p> <p>Age, Race, Sex, Disability, Sexual Orientation, Marriage & Civil Partnerships, Pregnancy & Religion- For Component 3 students will explore a range of text written about and by people from different minority groups.</p>	<p>how they have interpreted the characters and relationships in a play helping them understand human behaviour further.</p>	Performer Lighting Designer Technician Sound Designer Theatre Manager Usher Genre Structure Character Form Style Language Sub-text Character motivation Interaction Mood and atmosphere Development of pace and rhythm Dramatic climax Stage directions		understanding of Theatre Roles and Responsibilities, Blood Brothers through written evaluation and analysis. Oracy Articulation of understanding using appropriate subject terminology	
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