



Drama Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>To a reasonable standard, students will learn to:</p> <ol style="list-style-type: none"> 1. Perform in a range of styles. 2. Evaluate and analyse their work both orally and in writing. <p>Styles Devised Performance; Genres of performance; Scripted performance; Dramatic skills</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>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 • 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>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</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 frames, systematic guides, templates, choice of media.</p> <p>Oracy Learning to evaluate peer performances through speaking in full sentences using appropriate terminology. Speech during performances i.e. consideration for the best use of tone, expression etc.</p>	<p>Term 3 Live Theatre Evaluation Exam</p> <p>Term 6 Script based exam</p>
8	<p>To a good standard, students will learn to:</p> <ol style="list-style-type: none"> 1. Perform in a range of styles. 2. Evaluate and analyse their work both orally and in writing. <p>Styles (new for Y8) Shakespeare</p> <p>Theatre roles</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. 	<p>Pitch Pace Pause Accent Timing Intonation Emphasis Dialect Enunciation Diction Annunciation</p>	<p>Performance styles Evaluative Skills Analytical Skills Theatre Roles 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</p>	<p>Term 3 Live Theatre Evaluation Exam</p> <p>Term 6 Written exam applying skills based on Romeo and Juliet, Act 3, Scene 1</p>

	<p>Playwright; Performer; Understudy; Director; Stage Manager; Theatre Manager; Sound designer; Set designer; Costume designer; Puppet designer; Technician</p> <p>Performance skills (new for Y8) Vocal: Pitch; Pace; Pause; Accent; Timing; Intonation; Emphasis</p>	<ul style="list-style-type: none"> 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>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 Providing critical evaluations for peer performances Speech during performances i.e. consideration for the best use of tone, expression, intonation, enunciation etc.</p>	
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	<p>Component 1: Understanding Drama Students will learn about the different theatre roles and responsibilities and the different stage positions.</p> <p>Component 2: Devising Drama (Practical) Students will learn how to create a piece devised drama from a range of stimuli such as poems, pictures, newspaper articles etc.</p> <p>Students learn about the different theatrical conventions and practitioners' methods to create an engaging devised performance.</p> <p>Component 3: Texts in Practice (Practical) Students will performance one extract from one play e.g. Teechers, Blue Remembered Hills and Our Day Out.</p> <p>Students will explore the characteristics of texts as well as the practical demands of the text and apply this knowledge and understanding to their performance pieces.</p>	<p>We want students to be able to:</p> <ul style="list-style-type: none"> To develop the ability to demonstrate their knowledge and understanding of the careers that studying Drama can specifically lead to. To gain knowledge and understanding of the pros and cons that different staging configurations can offer to a performance bearing in mind the impact that these will have on an audience. 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 	<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 Performer Lighting Designer Technician Sound Designer Theatre Manager Usher Genre Structure Character Form</p>	<p>Theatre roles. Contextualising Drama Technical and Design responsibilities Devising from stimuli Historical context Themes Motifs Character Analysis</p>	<p>Reading Specialist teacher knowledge Reading play extracts from Blue Remembered Hills, Our Day Out , 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 Providing critical evaluation whereby students learn how to articulate performance pieces using key terms and definitions, focussing on intentions in response to</p>	<p>Component 2: Devising Drama Performance of a devised piece of theatre</p> <p>Y9 PPE: Component 3: Texts in Practice A performance of an extract from 'Teechers'.</p>

		human behaviour from a range of periods, social settings and cultures.			directorial/practitioner influences.	
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10	<p>AQA GCSE Component 1 Understanding Drama (written) Students will explore Willy Russell’s Blood Brothers. Students will gain knowledge and understanding of the context, themes, motifs, characters, practical demands; including lighting, 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>	<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. 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>Form Style Language Sub-text Character motivation Interaction Mood and atmosphere Development of pace and rhythm Dramatic climax Stage directions</p>	<p>Response to stimulus Reflection Analysis Context Evaluation</p>	<p>Reading Specialist teacher knowledge Reading set text, Blood Brothers</p> <p>Writing 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>Component 2-Devising Drama</p> <p>Final performance and assessment of a piece of devised theatre</p> <p>Y10 PPE</p> <p>Component 3: Texts in Practice and Component 1 Understanding Drama</p>
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	<p>GCSE AQA DRAMA</p> <p>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) Students will demonstrate their knowledge, skills and understanding of drama and apply this to a performance of one extracts from one play</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 how they have interpreted the characters and relationships in a play helping them understand human behaviour further. 	<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 Performer Lighting Designer Technician</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 understanding of Theatre Roles and Responsibilities, Blood</p>	<p>Term 2 Y11 PPE Component 3-Texts in Practice</p> <p>Term 3 Y11 PPE Component 1- Understanding Drama</p>

			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		Brothers through written evaluation and analysis. Oracy Articulation of understanding using appropriate subject terminology	
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