

Drama Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7 (KS3)	<p>Title:</p> <p>Greek Theatre</p> <p>Learning aim: Exploration of Greek theatre</p> <ul style="list-style-type: none"> • Exploration of Greek theatre • Improvisation skills <p>Links to Julius Caesar – William Shakespeare</p>	<p>Title:</p> <p>Modern play – ‘Matilda’</p> <p>Learning aim: Students will perform a scripted scene using recognisable characters.</p> <ul style="list-style-type: none"> • Understanding of stage areas and audience • Introduction to vocal and physical drama skills • Staying in character <p>https://uk.matildatheatremusical.com/school-resource/character/</p>	<p>Title:</p> <p>Folk tales and Devising.</p> <p>Learning aim: To craft devising pieces from fairytale stimulus.</p> <ul style="list-style-type: none"> • Devising on stimuli • Narrating • Adapting/Updating stories <p>Focus on Grimm tales.</p> <p>Develop and perform devised performances based on key characters and themes from the story stimuli.</p>		<p>Title:</p> <p>Devising and performance skills – ‘I am the director.’</p> <p>Learning aim: Students will create devised pieces in small groups, one student will direct at a time.</p>	<p>Title:</p> <p>Performing Shakespeare</p> <p>Learning aim: Students will explore originally and modern script work from below plays and performance skills. Links to devising – image stimulus linked to themes in the plays below.</p> <ul style="list-style-type: none"> • Romeo & Juliet • A Midsummer Night’s Dream • Macbeth (the three witches) • The Tempest <p>Cross curricular with English.</p>

<p>Title:</p> <p>'Show and Tell' Performance and devising skills.</p> <p>Learning aim: Students to create a devised performance from item brought in for 'Show and Tell' – Stimuli could include photographs, poetry, props/artefacts, music, historical/real life events or just about anything that inspires them.</p> <p>Key skills focus:</p> <ul style="list-style-type: none">• Hot seating• Cross-cutting• body language.• eye contact.• facial expressions.• gait.• gesture.• pace.• quality of movement.• Consideration of space.	<p>Title:</p> <p>Modern play – “Peter Pan”</p> <p>Learning aim: Students will perform a scripted scene using recognisable characters.</p> <ul style="list-style-type: none">• Understanding of stage areas and audience• Introduction to vocal and physical drama skills• Staying in character <p>Cross curricular with English.</p>	<p>Title:</p> <p>'Page to Stage' - Script writing.</p> <p>Learning aim: 1. Understanding and interpreting a script – paired/small group work. 2. Script Composition - Create short script based on a favorite reading book or poem.</p> <ul style="list-style-type: none">• Character / Plot• Pace• Climax and anti-climax• Symbolism• Mime• Set, costume, and music design.	<p>Title:</p> <p>Silent Movies</p> <p>Learning aim: Students will explore mime and exaggeration to create their own silent movies with soundtrack.</p> <ul style="list-style-type: none">• Deepen understanding of physical skills and mime• Silent movie archetypes and techniques• Writing about how they developed their scenes. <p>Cross curricular with Music.</p>	<p>Title:</p> <p>'I wonder/wander.'</p> <p>Learning aim: Students participating in a devising project based around themes from the 'Alice in Wonderland' and 'Coraline'.</p> <ul style="list-style-type: none">• Responding to a stimulus• Working in groups to adapt and refine own content• Writing a logbook of rehearsals. <p>Develop and perform devised performance based on key characters and themes from the novel stimuli.</p>
---	--	---	---	--

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 (KS4)	<p>Title:</p> <p>Classic play - Macbeth</p> <p>Learning aim: Explore script and non-naturalistic theatre. Students will perform a scripted piece.</p> <ul style="list-style-type: none"> · Explore Shakespeare · Physical drama skills · Understanding of plot and character relationships. <p><u>Develop devised performance based on key characters and themes from the play.</u></p>	<p>Title:</p> <p>Devising - Physical Theatre</p> <p>Learning aim: Students to explore a new style of creating and performing through more physical storytelling. Students produce a short play using physical theatre to tell a story.</p> <ul style="list-style-type: none"> · Explore Frantic Assembly · Physical story telling 	<p>Title:</p> <p>Devising - Epic Theatre</p> <p>Learning aim: Explore Epic Theatre and Brecht as a drama practitioner. Students to work on a long-term devising project to create a piece of Epic Theatre that focuses on political, social, or moral message.</p> <p>https://www.bbc.co.uk/newsround</p> <ul style="list-style-type: none"> · Why theatre is made · Epic theatre techniques · Writing about a stimulus and their response. <p>https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1</p> <p>Develop and perform devised performance based on stimulus.</p>		<p>Title:</p> <p>Live theatre: evaluation</p> <p>Learning aim: Students to experience and explore live theatre performances and evaluate. Written assessment to be completed. Links to section C of the AQA GCSE exam.</p> <p>https://www.bbc.co.uk/bitesize/guides/zkjsxyc/revision/2</p> <p>Links to GCSE Drama – Y10</p>	<p>Title:</p> <p>Modern play – ‘Blood Brothers’ and ‘Noughts and Crosses’</p> <p>Learning aim: Students to apply script skills from previous years to perform a scene from the play.</p> <ul style="list-style-type: none"> · Characterisation · Duologues · Scheduling rehearsals · Applying context and playwright's intentions. <p>Set text for GCSE Drama – Y10.</p>

YEAR
10

(Key
Stage
4)

Title:

Drama practitioners and theatre styles.

Learning aim:

Students to explore and develop performance ideas for final devised piece.

- Comedy Antonin Artaud (Theatre of Cruelty)
- Commedia dell'arte Augusto Boal (Theatre of the Oppressed)
- Documentary Theatre Bertolt Brecht (Political/Epic Theatre)
- Epic Theatre Constantin Stanislavski (Naturalism)
- Melodrama Frantic Assembly (Physical Theatre)
- Greek Theatre/Chorus Jerzy Grotowski (Poor Theatre)
- Naturalism Katie Mitchell (Naturalism/Multimedia)
- Physical Theatre Kneehigh Theatre Company
- (Multi-discipline/Storytelling/physical theatre)
- Theatre of Cruelty The Paper Birds (Devising Theatre Company)
- Tragedy Punchdrunk (Immersive Theatre)

On-going focus alongside main SOW. – set text – ‘Blood Brothers’ analysis.

Title:

Monologues and Duologues – in preparation for Component 3, Texts in Practice.

Learning aim:

extended extracts of play scripts, monologues, duologues, and groups. Interpretation of scripts in rehearsal, using various forms of theatre.

Texts – ‘ Noughts and crossed’ and ‘Things I know to be true’.

Title:

Introduction - Component 2: Devising drama (practical)

Learning aim:

To develop final devised piece and complete first draft of devising Log.

Stimuli provided –

“Fairytale”

“An event from history”

“An idiom”

“A character from a novel or play”

Title:

Component 2: Devising drama (practical)

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

Learning aim:

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

On-going focus alongside main SOW. -

Component 1, Live Theatre analysis. Visit to theatre; examples of productions seen, National theatre's 'Peter Pan, and 'Wonder.land', 'Macbeth'.

Filming of devised pieces.

Title:

Component 3, Texts in Practice.

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
40 marks in total
20% of GCSE

Learning aim:

Performance of two extracts from one play (students may contribute as performer or designer)
Free choice of play but it must contrast with the set play chosen for Component 1.

Visiting examiner for Texts in Practice.

Written exam preparation - Revision of Set Text, Live Theatre and Theatre Makers.

Title:

Component 1: Understanding drama.

(Written exam: 1 hour and 45 minutes)

- Open book
- 80 marks
- 40% of GCSE

Learning aim:

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of nine
- Analysis and evaluation of the work of live theatre makers

Summer examination. – Written exam - Component 1: Understanding drama.