

DRAMA CURRICULUM MAP



Further Study

Classical Civilisation • Dance • Drama & Theatre Studies • English Literature • Film Studies • Law • Media Studies • Performing Arts (Acting) • Production Arts Technical • Politics • Psychology • Sociology •

Careers

Actor • Arts administrator • Barrister • Broadcast Media • Director • Education • Journalist • Choreographer • Cinematographer • Copywriter • Costume designer • Drama Therapist • DJ • Print Journalist • Marketing Manager • Set Designer • Stage Manager • TV Presenter • TV/Film Producer • Theatre Producer • Theatre Technician • Writer • Youth / Community Worker •

Skills

Adaptability • Analysis • Attention to detail • Creativity • Commitment • Communication • Confidence • Cooperation • Discipline • Evaluative • Leadership • Listening • Memory • Oracy • Organisation • Performance Skills • Physical Fitness • Problem Solving • Public Speaking • Teamwork • Technical ability • Time Management •

Interest

An appreciation of the Arts and culture • A love of performing • An interest in telling stories • A deeper understanding of the world around you • An understanding of emotions • A deeper understanding of the human condition • An appreciation for Film and TV • An interest in how theatre is made • A love of watching theatre • Imagination • Creativity •

Written Exam

Component 1

1 hr 45

80 marks

A03 A04

Revision

Component

1

Blood Brothers (C1)

Scripted Performance (C3)

A02

Performance exam

YEAR 11
A01
A02
A03
A04



Blood Brothers (C1)

A03 A04

Mock Written exam (C1)

Devising Coursework (C2)

A01 A02 A03 A04

Devising log (written) 60 marks
Devised performance 20 marks

Frantic Assembly (Physical theatre)

A01 A02

Theatre Review (C1)

A03 A04

Monologues and Duologues (C3)

A02

Mock Performance exam (C3)



Developing Stanislavski



Political theatre and Brecht

Employability



Peter Pan-design unit



YEAR 10
A01
A02
A03
A04

Ghost Train



Commedia Dell'Arte

YEAR 9

TASKMASTER (Improvisation)



Script



Physical Theatre



A Monster Calls (Design work)



Protest

Chicken



The Tempest



Charlie and the Chocolate Factory



YEAR 8

Superheroes



Greek Theatre



Genre: Mystery, Horror and Melodrama



Murder Mystery



YEAR 7



A01

Create and develop ideas to communicate meaning for theatrical performance.

A02

Apply theatrical skills to realise artistic intentions in live performance.

A03

Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

A04

Analyse and evaluate their own work and the work of others.

KS3 DRAMA CURRICULUM



Drama Knowledge

Theatre history / Styles

Drama skills

PSHE link

Skills

- Adaptability • Analysis • Attention to detail • Creativity • Commitment • Communication • Confidence • Cooperation • Discipline • Evaluative • Leadership • Listening • Memory • Oracy • Organisation • Performance Skills • Physical Fitness • Problem Solving • Public Speaking • Teamwork • Technical ability • Time Management •

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TO KS4 / FURTHER STUDY

Showing a deeper understanding of key performance styles and practitioners, in preparation for GCSE.

Developing design skills and deeper understanding of other aspects of theatre.. Cross curricular– Maths, Art and Music

Political theatre and Brecht

- How can theatre comment politically?
- How can theatre change society?

Developing Stanislavski

- How can we apply emotional memory or objectives to develop character?
- How can we create naturalism on stage?

Employability

- What do employers look for from their employees?
- What transferrable skills do we need?
- How can we improve our interview technique?

Peter Pan

- How can we create historically accurate or representational designs?
- How can we create original interpretation?
- How can we review a piece of theatre?

Ghost Train

- How can we build trust and teamwork?
- How can we use abstract physical theatre?

Commedia Dell'Arte

- How can we create comedic physicality? Why is slapstick comedy funny?
- How has Commedia impacted performance styles like Melodrama?



Exploration of performance skills and knowledge. Historical style: Italian 16thC theatre Cross curricular– History & languages

Developing our transferrable skills, and understanding the world of work. Cross curricular– Careers, PSHE



- What is improvisation?
- How do we use quick thinking and problem solving skills to create improvisation?
- Why are improvisation skills important for actors?

Script

- What are character objectives?
- How do we use vocal skills to communicate subtext?
- How can we develop characterisation?

Exploring the design elements of theatre and how we can use colour and sound to represent themes and communicate ideas. Cross curricular– Maths, Art and Music

Showing a deeper understanding of how to present a script on stage.

Protest

- What is equality?
- Why do people protest?
- Why is important people have a voice?

A Monster Calls (Design work)

- What is Theatre design? How do we use costume, lighting and sound to enhance performance?
- How do we effectively light a stage?

Physical Theatre

- What is physical theatre?
- How do we use movement to tell a story?
- How can we use our bodies differently?



How to decode Shakespearean text & use modern theatre styles to present the playwright's message. Cross curricular– English

Superheroes

- How does historical style influence modern genres?
- How do we structure a narrative?
- How do we use physical and vocal performance skills to create character stereotypes?



Charlie & the Chocolate Factory

- How do we block a piece of script?
- How can we show the subtext of a scene?
- How can we use performance skills to show character?

The Tempest

- What is status and how do we show it?
- How can we use body as object?
- How do we stage Shakespeare?

Forum theatre: using the audience to change the outcome of a scenario. Cross curricular– PSHE

Exploration of performance skills and knowledge. Historical style: 550BC–220BC Cross curricular– History

Greek Theatre

- What are the origins of theatre?
- How do we use chorus / choral movements and speech.
- How do we create non-naturalistic theatre?

Chicken

- What is character motivation?
- What is the purpose of theatre– to entertain or educate?
- How can we stay safe when crossing the road?



An introduction to Drama, focussing on basic knowledge and skills.

Murder Mystery

- How do we create a character?
- How can we use Drama techniques to develop performance work?
- How do we build tension and atmosphere?



An introduction to script work.

Historical style: 18th & 19th centuries

Cross curricular – English

Genre

- What is a script?
- How can we use blocking and movement?
- How do we build tension and atmosphere?



A01

A02

A03

A04

Create and develop ideas to communicate meaning for theatrical performance.

Apply theatrical skills to realise artistic intentions in live performance.

Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

Analyse and evaluate their own work and the work of others.

KS4 DRAMA CURRICULUM



- Drama Knowledge
- Theatre history / Styles
- Drama skills
- PSHE link

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Component 1

1 hr 45
80 marks

Written exam

Section A;
knowledge of theatre terminology.
Worth 4 marks.

Section B;
Study of a set play (Blood Brothers), worth 44 marks.

Section C;
Live Theatre Review
Worth 32 marks

Performance exam

Scripted Performance (C3) A02

Performance of two extracts from a play, each worth 20 marks.

Performances should demonstrate application of performance skills and understanding of the context of the play.

Blood Brothers (C1) A03 A04

Continuing to examine the context of the 1960s-1980s Britain. Writing from the perspective of actor or director to explain and evaluate how we would block and perform individual roles and scenes.

Final performance opportunity, to showcase theatrical skills.

Writing to explain, describe, analyse and evaluate.
Cross curricular- English



Creation of a performance from one of several stimuli.

Documenting the process through three essays (Devising log):
• Section 1- Response to stimulus,
• Section 2- Development and collaboration,
• Section 3- Analysis and Evaluation

Assessed through: Devising log (written) 60 marks

Devised performance 20 marks

YEAR 11

Blood Brothers (C1)
Examining the context of 1960s-1980s Britain and the themes of class, poverty and gender. Writing from the perspective of actor or director to explain and evaluate how we would block and perform individual roles and scenes.

A03 A04

Developing strength, trust, balance, energy and movement.
Cross curricular- PE

Writing to explain, describe, analyse and evaluate.
Cross curricular- English

Frantic Assembly A01 A02

- How can we tell stories through physical movement and choreography?
- How can we employ the concepts of energy, strength, trust and balance to collaborate and develop performance work?

Devising Coursework (C2)

A01 A02 A04

Theatre Review (C1) A03 A04

- Writing to review.
- Cross curricular- English
 - How do we write about theatre?
 - Watching theatre for enjoyment and analysis.
 - Evaluating theatre maker's choices.

Mock Performance exam (C3)

Deeper study and performance of a scene from a play, employing knowledge and skills developed over KS3

Monologues and Duologues (C3) A02

- Exploring the historical, social and political contexts of plays.
- Applying Stanislavski's techniques to a scene.
- Performance with confident application of skills

YEAR 10



A01
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A02
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