



Curriculum Map: Subject: Drama

Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	<p>Intro to Drama Module exploring the place and purpose of Drama as an art form.</p>	<p>MODULE 1: Intro to Drama- Module exploring the place and purpose of Drama as an art form. Key skills covered in this unit: In this unit pupils will explore a variety of drama skills as a starting point. Each lesson will focus on a different skill that they will need throughout the next 3 years in drama with an assessment performance at the end which combines all the skills. Skills: Mime, Voice, Still Images, Improvisation, Narration.</p>	<p>Videoed performance and written evaluation</p>
2	<p>Silent Movie This Module of work explores the importance the visual aspects of performance and non-verbal communication, by introducing students to simple mime, movement and physical skills</p>	<p>Develop basic movement and non-verbal performance skills needed to communicate meaning and character to an audience (e.g. stylised movement)</p> <p>Introduce mime/Silent movie techniques such as stage fighting. The use of slow motion and slapstick.</p> <p>Create a silent film that captures the 'Charlie Chaplain' style from early Hollywood studio films</p>	<p>Videoed performance and written evaluation</p>
3	<p>Characters and Playmaking Building on character work from module one and introducing key dramatic principals</p>	<p>Build on the key elements needed to communicate character (Use of voice, language, gesture and movement)</p> <p>Use and appreciate still-images and narration as a way to structure dramatic narrative.</p> <p>Introduce some key dramatic conventions/ vocabulary used in creating meaningful drama (semiotics, proxemics plot, tension)</p> <p>Present prepared improvisation using Dramatic conventions</p>	<p>Assessment: Small groups are given a short folk tale to interpret in a performance. They are given simple props to use in the telling of their story. They are marked on all 3 strands of the assessment criteria. This is videoed Students watch back performance and complete written evaluation</p>



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4/5	The Terrible Fate of Humpty Dumpty Scripted module exploring the issue of Bullying	Build on the key elements needed to communicate character (Use of voice, language, gesture and movement) Use and appreciate still-images and narration as a way to structure dramatic narrative. Introduce some key dramatic conventions/ vocabulary used in creating meaningful drama (semiotics, proxemics plot, tension) Present prepared improvisation using Dramatic conventions	Videoed performance and written evaluation. Staging and props are integral in the performance of this SOW
6	Darkwood Manor The setting of a haunted house allows students to Use various drama strategies to express a ghost story	Pupils will explore how sound and voice (pitch, pace, pause, tone and volume) are important in creating a suitable mood and atmosphere for stories that require tension. They will respond to a variety of stimuli (starting points) in a range of forms; music, video, written and images. They will work as part of different groups to apply techniques they've already explore; still image, narration, physical theatre, flashback, flash-forward, aside, soundscape etc and apply it in a new performance genre.	Videoed performance and written evaluation

Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	Commedia Dell Arte This Italian 16 th Century style of Theatre was the foundation of modern Mime and Pantomime. Students will explore the techniques of this genre. Using modern examples such as Mr Bean.	To develop the students understanding of non-verbal communication through using the drama strategies of Hot-seating and mime. The stock characters of the commedia genre are explored using contemporary comparisons.	Filmed performance written evaluation
2	Oliver Twist Characters and Key scenes are explored using Drama strategies. The	Students will use vocal and physical acting skills when performing key scenes. The social and morale aspects of the play are also explored through improvisation and conscience alley.	Filmed performance written evaluation



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	social context of Life in Victorian Britain is also explored.		
3	Sparkleshark This contemporary play set on a London housing estate introduces students to issues and problems facing a group of teenagers.	This sow has a strong PSHE element running through it. Students use character development to explore themes of friendship and relationships.	Improvised performance with a written evaluation
4/5	Titanic Module exploring the historical context of disaster and its consequences	All pupils Will work on paired, small group and whole group activities, which incorporate the conventions freeze, role play and tableaux. Will consider the view of both those directly and indirectly touched by Titanic Contribute to whole class discussion Will participate in a creative writing piece Skills Include: Characterization, Freeze, tableau, thought tracking, thought tunnel, stimulus, narration, montage, abstract, suspense, tension, role-play, improvisation.	Filmed performance written evaluation
6	Ghosts Using the genre of the Ghost story as a stimulus for group drama work	How to create atmosphere through tension techniques The difference between a soundscape and sound effects to create an atmosphere. How the use of space can show different relationships (proxemics). To use a stimulus to create a performance and to adapt an original piece.	Filmed performance written evaluation



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Year 9

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1	<p>Hillsborough</p> <p>The tragedy of Hillsborough is explored with the emphasis on the social and historical context of the match.</p>	<p>Key skills covered in this unit:</p> <p>Physical Theatre (Key moves and supports are taught to allow the students to explore safely scenes using physical theatre.</p> <p>Choral speaking using the technique of unison speaking students will see how this can enhance a scene by creating tension.</p> <p>Students will be introduced to verbatim poetry from the survivors of the tragedy this is used as a key starting stimulus.</p>	<p>Student created physical Theatre scene with added choral speaking.</p> <p>Filmed and assessed.</p> <p>Written evaluation</p>
2	<p>Lord of The Flies</p> <p>This adaptation by Nigel Williams explores the key themes of the Golding novel.</p>	<p>Students will use thought tracking, role-play-script writing and physical theatre as drama strategies to bring to life scenes and themes within the text.</p>	<p>Students</p> <p>Write their own duologue as one of the central characters. This is performed filmed and evaluated.</p>
3	<p>Seven Deadly Sins</p> <p>Greed, Gluttony, Sloth, Wrath, Envy, Pride, Lust.</p> <p>In this scheme of work the students will identify the seven deadly sins and explore the attributes of these sins and some of the consequences associated with them.</p>	<p>The techniques they will use to explore this scheme will be:</p> <ul style="list-style-type: none"> Discussion Role-play Freeze frames Thought-tracking Conscience tunnel Performance Self and Peer evaluation Symbolisation 	<p>Group scene</p> <p>Filmed and evaluated.</p>
4/5	<p>Shakespeare's Theatre</p> <p>The language of Shakespeare and its relevance today as well as three major plays Hamlet, Macbeth and Romeo & Juliet are the subject of this SOW.</p>	<p>The techniques they will use to explore this scheme will be:</p> <ul style="list-style-type: none"> Role play Duo work Physical theatre Sound-scaping Hot-seating 	<p>Group scene</p> <p>Filmed and evaluated.</p>



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6	Blood Brothers Willy Russel's' play explores the social and economic reality of Liverpool in the 1970's	Students study the whole text. With key scenes being explored in greater detail using a variety of drama strategies to bring them to performance.	Group scene Filmed and evaluated.
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Year 10

Term	Unit of Work	Knowledge and Skills	Assessment
1	Component Three Introduction to the play '100' by reading through the script.	Looking at: What is Magic Realism? What is the Historical, cultural and social context of the play?	Written book tasks with teacher marking and feedback. Mid-point assessment
2	Component Three Continue on from term one linking to exam. Adding key areas in readiness for exam	Looking at exam questions linking them to the play '100' Looking at the drama skills that we could use within the piece to also help supply students with an answer to the short answer questions to then develop into the long questions.	Assessed through HTI and WWW feedback form teacher and MAC's written.
3	Component Three Looking at long answer questions director & designer	Practise exam to see what progress and developments need to be made. Final casting for the play made with use of a variety of practitioners to influence creation of piece.	Exam practise questions: Performance skills short answers Directors and Designers long answer questions.
4	Component Three performance	Performance of pieces with recordings and timings for each performance.	Teachers will assess by watching back the video and grading the students for each drama skill used in their character portrayal.
5	Component One Aberfan Creating	Performance 15 marks Looking at the stimulus of the Aberfan disaster and the issues surrounding the incident. Students need to learn about the following things that will be questioned within their portfolio. Portfolio 45 marks 1) What was your initial response to the stimuli? What issues do you think would be explored?	Internally assessed Externally moderated.



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		<p>Performance 15 marks Looking at the stimulus of the Aberfan disaster and the issues surrounding the incident. Students need to learn about the following things that will be questioned within their portfolio.</p> <p>Portfolio 45 marks</p> <p>1) What was your initial response to the stimuli? What issues do you think would be explored?</p> <p>2) What work did your group do in order to explore the stimuli and start to create ideas for performance?</p> <p>3) What were some of the significant moments during the development process and when rehearsing and refining your work?</p> <p>4) How did you consider genre, structure, form, character, style and language throughout the process? Here you need to write about Health and safety issues. Did you use physical Theatre if so how did you make this safe? Trip hazard (fabric)</p> <p>5) How effective was your contribution to the process?</p> <p>6) Were you successful in what you set out to achieve?</p>	
6	Component One Aberfan Preparing for controlled assessment performance	During the rehearsal process feedback is given to students on their work in progress building towards their final recorded performance.	Internally assessed Externally moderated.



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Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
1	Component One Portfolio write up Controlled assessment	Component 1: Devising (internally assessed, externally moderated, 40% of the qualification 60 marks.	Internally marked ready for external moderation in the Summer 2020 40% of final grade
2	Component Two Group pieces monologues/duologues	Students will either perform in and/or design for two key extracts from a performance text. Performers must develop skills in: <ul style="list-style-type: none"> • how meaning is communicated and interpreted through: • the use of voice, physical and non-verbal techniques (such as facial expression and gesture) • use of space and spatial relationships • the presentation of characters/roles • relationships between performer and audience • production elements, such as set (including props), costume, lighting and sound. 	Teacher feedback given on on-going student rehearsal for performance
3	Component Two Group pieces monologues/duologues	Final preparation for externally marked exam. Write up character description. Students integrate character, costume and set for performance. A dress rehearsal is set up for students to perform to a live audience before Practical exam	Assessed by a visiting examiner 20% of final grade
4	Component Three Exam practise Visit Theatre to see a professional productio	Exam practise Short answer questions, directors' question, designer question. The theatre visit is integral to section B of the component 3 exam. The students will make notes up to 500 words which they can take in to the exam.	Practise papers and first drafts marked and returned of student notes on theatre visit
5	Component Three	Component Three exam Summer exam 1 hour 45 minutes	Externally marked paper 40% of total mark
6			