

## DRAMA CURRICULUM MAP

Threshold Concepts		Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
		Y7	Y8	Y9	Y10	Y11	Y12	Y13
All the World's A Stage' Shakespeare.	<b>Content</b> The knowledge and skills should become more complex, detailed and sophisticated from Y7 onwards	<b>Welcome to Drama :</b> Students will play a variety of drama games designed to make them healthy performers, learn some key drama terms and create a scene. Apply health and safety to working practice. Work as part of a team. Demonstrate growing confidence in performance. Build a basic character applying gesture, posture and facial expression.	<b>Voice and Movement:</b> Students will learn vocal skills and techniques to help clear speech; how sound effect and soundscapes can add atmosphere to their drama work. Apply leadership skills working in a group, demonstrate further confidence in performance. Build a characterisation with more complexity applying gesture, posture, vocal and facial expression, physical theatre and body as a prop.	<b>Crime and Punishment</b> covering knife crime, healthy relationships. <b>Skills and knowledge:</b> students will apply a variety of techniques from theatre practitioners such as narration, physical theatre, naturalism. Continue to work with safe practice and strong group work skills-cooperation and collaboration. Students will use proxemics and levels to show power and status. Students will get the opportunity to work with original Shakespeare text, and other text building on vocal skills, as well as creating a convincing characterisation.	<b>Exploring the Performing Arts:</b> Perform in three drama styles showing technical, expressive and stylistic qualities.	<b>Developing Skills and Techniques in the Performing Arts:</b> Develop and apply their acting skills and techniques through a reproduction of theatre practitioner, acting or physical theatre repertoire. Students will begin to understand and apply the psychophysical connection in performance, apply solid and safe rehearsal practice with maturity and time management.	<b>Developing Skills and Techniques for Live Performance:</b> Fine tune actors own skills, setting targets for further development. Working with a high level of technical skill and psychophysical connection towards a professional standard. Demonstrate the ability to research, and prepare information.	<b>Acting Style:</b> Develop acting methods by exploring different acting styles. Learners use their creative and acting skills to interpret, rehearse and perform two plays in different styles. This will be effectively communicated to the audience with complete psychophysical control.
	<b>Assessment</b> Ensure the form and content of the assessment is suited to the knowledge being assessed	Demonstration of drama skills in a given game and scene. Spelling assessment of key drama vocabulary.	Whole class devised improvisation and small group work from The Tempest, create movement, soundscape and speech.	Students will take part in a whole group performance and small group scripted performance.	Perform in three extract of scripts in different drama styles - verbatim, political, naturalistic.	Performance and Actor's Skills Log.	Performance to a Live Audience and Actor's Skills Log. Presentation - The Life of An Actor.	A report about the acting styles and techniques. Performances (10-20 minutes long), Research Notes, Log Book of Actor's Development and Evaluation.

Style, Genre, Creative Intention.	<b>Content</b>	<p><b>Skills Development and Greek Theatre:</b> Apply levels, proxemics, costume, freeze frames, thought tracking, mime, choral speaking and improvisation. The influence &amp; History of Greek theatre, learn how to improvise, develop a piece of improvisation from an existing story, acting with exaggeration.</p>	<p><b>Horror</b> - students learn how to work in role, and create suspense. Apply drama skills and techniques to make a complex character with embodiment and conviction. Show ability to interact with other actors on stage with maturity and eye contact. Build scenes with full awareness of what the audience sees at each point in the drama.</p>	<p><b>Drama Styles:</b> An introduction to theatre practitioners Artaud, Stanislavski, Brecht, Grotowski and Frantic Assembly, apply their ideas in the classroom to selected pieces of work both scripted and improvisation. Revision of naturalistic skills, introduction to the theatre of cruelty, Brecht's breaking 4th wall, narrative style, Grotowski's truth, and Frantic Assembly allow students to build on their physical theatre skills from Y7&amp;8.</p>	<p><b>Exploring the Performing Arts:</b> Perform in three drama styles showing technical, expressive and stylistic qualities.</p>	<p><b>Developing Skills and Techniques in the Performing Arts:</b> Develop and apply their acting skills and techniques through a reproduction of theatre practitioner, acting or physical theatre repertoire. Students will begin to understand and apply the psychophysical connection in performance, apply solid and safe rehearsal practice with maturity and time management.</p>	<p><b>Unit 1: Investigating Practitioners Work:</b> Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. Skills: This unit will give you skills in research, critical analysis and extended writing that will support your progress to higher education. As a performing arts practitioner you will need to have a good understanding of the work of influential practitioners to inform your own work and professional practice.</p>	<p><b>Unit 1: Investigating Practitioners Work:</b> Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. Skills: This unit will give you skills in research, critical analysis and extended writing that will support your progress to higher education. As a performing arts practitioner you will need to have a good understanding of the work of influential practitioners to inform your own work and professional practice.</p>
	<b>Assessment</b>	<p>Prepare and perform a version of Theseus and the Minotaur, using aspects of Greek Theatre- exaggeration, choral voice and movement.</p>	<p>Two scenes demonstrating different skills and techniques e.g. freeze frame and polished improvisation, physical theatre, characterisation.</p>	<p>Create one scene in the style of a theatre practitioner on a choice of topics.</p>	<p>Research Log, PowerPoint Presentation, Actor's Log, Evaluation.</p>	<p>Performance and Actor's Skills Log.</p>	<p>Students knowledge of theatre practitioners, style and creative intentions will be tested through Q&amp; A, Extended Writing, Mock Essays. Three written formally assessed essays.</p>	<p>Students knowledge of theatre practitioners, style and creative intentions will be tested through Q&amp; A, Extended Writing, Mock Essays. Three written formally assessed essays.</p>

Theatre Makers, Theatre Performers.	Content	<p><b>Our Day Out by Willy Russell:</b> Looking at the opening scene from Willy Russell's play. Students will explore how to create a character indepth using Stanislavski's methods of Given Circumstances, Role on the Wall and Magic If to construct a character.</p> <p><b>Skills and Knowledge:</b> Background knowledge into Stanislavski and Willy Russell. Skills developed will be characterisation through circumstance, role on the wall and magic if.</p>	<p><b>Pantomime:</b> Students will study this British tradition and its popularity. Students will experiment making their own Pantomime, using existing theatrical conventions such as direct address, call and response, dramatic irony. <b>Skills &amp; knowledge:</b> apply vocal, physical skills and gestures to build a suitable Panto Character.</p>	<p><b>Page to Stage:</b> Students will prepare to bring a scripted scene to life using a variety of theatre practitioner styles, but with a focus on Stanislavski's methods.</p>	<p><b>Making and Performing:</b> Learners will apply previous knowledge and influences to devise a drama in response to a brief. <b>Skills:</b> Using a mixture of research skills and practical drama skills, learners work collaboratively to devise a 10 minute performance to a set assignment brief.</p>	<p><b>Component 3. Responding to a Brief:</b> Performers will be given opportunity to work as part of a group in response to a given brief and stimulus set by the exam board. They will take initial ideas and through research and drama process will devise a performance for a target audience. <b>Skills:</b> Using a mixture of research skills and demonstrating as many practical drama skills and drama techniques fitting with the inspiration. Learners work collaboratively to devise a 10 minute performance to a set assignment brief.</p>	<p><b>Improvisation, Devised Drama and Plays:</b> Performers get the opportunity to apply skills and practitioners influences to mix of short devised scenes, spontaneous improvisation and play extracts.</p>	<p><b>Unit 3. Group Performance Workshop:</b> Performers explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus, set by the exam board. <b>Skills:</b> Students will select from a wide range of skills, and drama techniques/ practitioners styles, polish and present skills at a professional level.</p>
	Assessment	<p>A scene using script or adapted from the opening scene of the script Our Day Out.</p>	<p>Student will perform in a short extract of Pantomime.</p>	<p>Prepare a scene for milestone assessment- can be script or a mix of original script and devised/theatre in education.</p>	<p>Performance, notes on ideas, development and evaluation. Formal extended writing.</p>	<p>EXAMINED PERFORMANCE and 4 controlled written assessment responses.</p>	<p>Filmed Performance, Log Book Entries.</p>	<p>Filmed Performance and Performance Log tracking the process from ideas to stage.</p>



