

Drama Curriculum Map

Intent – The Drama curriculum aims on concentrating on acquiring the required skill set needed to develop as an actor and gain transferable life skills for developing confidence, team work and public speaking. Students are equipped with the knowledge, insight and techniques to explore key theatre practitioners, play texts and develop creativity through devised projects. The curriculum enhances the individual talents of the students by developing their imagination, confidence, vocal and physical skills, equipping them with the knowledge and insight that prepares student for GCSE and A Level courses.

Implementation						
Term	1	2	3	4	5	6
Year 7	<u>Developing Characterisation</u>		<u>Theatrical Explorative Strategies</u>		<u>Introduction to Devising</u>	
	Students are introduced to the fundamental principles of acting through the exploration of Roald Dahl’s ‘The Witches.’ During the scheme of work, students will develop their confidence and explore vocal and physical performance skills.		In this scheme of work students, learn how to use explorative strategies to develop and create their own performances. Students will focus on building an ensemble and build their knowledge of drama explorative strategies through workshops leading to a final performance.		Students develop their skills from the previous schemes of work to rehearse and create their own devised performance. Students will use a stimulus of ‘The Journey’ and through independent research will develop ideas towards a final performance.	
Year 8	<u>Using Stimuli in Theatre</u>		<u>Scripted Performance: Blood Brothers</u>		<u>Devising from a Script</u>	
	In this scheme of work, students will refresh their performance skills and expand their understanding of how to use explorative strategies in theatre. Each lesson students explore different stimuli and drama strategy to create a final performance.		This unit will focus on the skills needed to develop and build a character from a play text. Students will explore Willy Russell’s ‘Blood Brother’s discussing ideas on the social and political context of the play leading up to a final performance where students will perform a 2-minute extract by memory.		In this unit, students will use a script extract from Dennis Kelly’s DNA to create their own devised performance. Students will develop research and use drama techniques they have explored throughout the year to create their own final devised performance.	
Year 9	<u>Scripted Performance: Out of Their Heads</u>		<u>Introduction to Theatrical Practitioners</u>		<u>The Year 9 Devised Project</u>	
	This unit will focus on the skills needed to develop and build a character from a play text. Students will explore Marcus Romer’s ‘Out of Their Heads’ exploring the dangerous of substance abuse for teenagers. Students will work towards a final off-script performance developing their characterisation.		This scheme of work introduces students to the methodologies of theatre practitioners. In each lesson, students will explore key techniques through practical workshops leading to a final performance inspired by one of the following practitioners: Bertolt Brecht, Stanislavski and Antonin Artaud		For their final KS3 performance in Drama students will respond to a set stimuli and develop ideas leading up to a 5 minute devised performance. Students will develop their vision for a performance from the drama skills they have explored in the past three years.	

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Year 10	<p><u>Introduction to Devising</u> DOUBLE</p> <p>This scheme will also look at the structure and key skills needed for students to develop their own devised performance. This scheme will refresh student's practitioner understanding, physical, vocal skills and use of drama performance techniques. Students will focus on key practitioner methodologies and styles and apply these skills in their Component 1 exam in the summer term.</p>	<p><u>Mock Devised</u></p> <p>In preparation for their Summer Component 1 exam students will explore three stimuli to respond and create their own devised performances communicating an artistic intention to audience members. Students will write a portfolio to demonstrate evidence of their learning and progression in this unit.</p>	<p><u>Introduction to Live Theatre & DNA Designer</u></p> <p>Students watch a live performance of 'Billy the Kid' and develop their analytical skills, looking at design and acting elements. This scheme of work will also allow students to explore DNA as a designer by creating set, costume, sound and lighting ideas in preparation for their mock exam.</p>	<p><u>Scripted Performance II & DNA Designer</u></p> <p>In this unit, students will continue to prep for their Component 2 mock scripted exam. Students will also develop their understanding of design elements from DNA.</p>	<p><u>Component 1: Devising Practical</u></p> <p>This term students will complete Component 1 of their GCSE. Students will respond to three stimuli and create a piece of devised theatre to communicate an artistic intention to an audience. Students will perform this to an audience. 10%.</p> <p>Students will be required to stay after school once a week to complete the performance in term 5/6.</p>	
	<p><u>DNA Practical Introduction</u> SINGLE</p> <p>In this unit, students will read Dennis Kelly's DNA, this text will be explored practically to prepare students for their written Component 3 exam. This scheme will focus on characters, themes, original performance conditions and students will complete a scene breakdown sheet as well as performing key extracts from the script.</p>	<p><u>Introduction to Written Exam</u></p> <p>Students will learn how to structure their Component 3 written exam responses. This scheme develops student's analytical skills focusing on exploring DNA writing as a performer, design and director.</p>	<p><u>Introduction to Scripted Performance</u></p> <p>Students prepare and learn a monologue/duologue from a pre-2000 text. Students use the Edexcel Exam Criteria to build and develop skills each lesson, the exam specification will guide students to develop their practical skills.</p>	<p><u>Exam Mock Prep</u></p> <p>In preparation for their written mock, students will explore a live theatre performance they have recently watched and recap over exam structure and past examples to support them in their written exam. Students will start to develop ideas for their Component 1 devised performance in the summer term.</p>	<p><u>Component 1: Devising Portfolio Support</u></p> <p>Whilst creating their practical devised performance students will answer 6 set statements provided by Edexcel documenting the journey. 30%.</p>	
Year 11	<p><u>Written Exam Recap</u> DOUBLE</p> <p>In preparation for the written exam, students develop their understanding how to structure responses in the Component 3 exam. This scheme will build on prior knowledge and support students in answering questions as a performer, designer, director and live theatre reviewer.</p>	<p><u>DNA Designer and Live Theatre</u></p> <p>Students will develop their understanding of key design elements in DNA and create production design concepts for each. In this scheme students will explore themes and recap their knowledge on the mock live theatre performance they watched previously.</p>	<p><u>DNA Director</u></p> <p>This scheme of work will focus on the director question; students will focus on higher-level thinking and explore how to link the playwright's original intentions and ideas to support their written responses in the Component 3 exam.</p>	<p><u>Final Script Exam Prep</u></p> <p>In preparation for their Component 2 exam students will explore their performance through a workshop based on the Edexcel Component 2 marking scheme.</p>	<p><u>Final Written Exam Support</u></p> <p>In the final term before the Component 3 exam students will focus on improving written exam responses, look at best practice and watching examiner top tip videos in preparation for their final exam. 40%</p>	

	<u>Developing Scripted Performance/Portfolio Improvement SINGLE</u> This scheme of work recaps students skills set in preparation for their Component 2 scripted exam. Student work practically on two scripted extracts pre-200 recapping their vocal, physical and communication skills. Students will also have a final chance to improve and strengthen their written portfolios from the previous year.	<u>DNA Practical Exploration/Script Recap</u> Students will focus on themes and character development for DNA, students will recap their previous scripted performances from Component 2. For homework, students will complete exam questions linking to the previous practical lesson.	<u>Script Exam Prep</u> Students will recap and finalise their choices for their Component 2 scripted performance exam. To prepare for the exam, students will complete 2 500 words explaining the reasons for their creative decisions for both performances	<u>Exam Technique/Final Script Exam Prep</u> In preparation for their Component 2 exam students will explore their performance through a workshop based on the Edexcel Component 2 marking scheme. Students will also work through their PEP exam and use exemplar materials to improve their written responses.	<u>Final Written Exam Support</u> In the final term before the Component 3 exam students will focus on improving written exam responses, look at best practice and watching examiner top tip videos in preparation for their final exam. 40%	
Term	1	2	3	4	5	6
Year 12	<u>Introduction to Practitioners</u>	<u>Devising Mock</u>	<u>Introduction to Live Theatre</u>	<u>That Face Exam Structure II</u>	<u>Component 2: Devising</u>	<u>Component 2: Devising</u>
	<u>Introduction to Practitioners/Devising Mock</u>	<u>That Face Design/Exam Structure</u>	<u>That Face Practical II & Introduction to Scripted Performances</u>	<u>Scripted Monologues and Group Performances II</u>	<u>Component 2: Devising</u>	<u>Component 2: Devising</u>
	<u>That Face Practical</u>	<u>Introduction to Woyzeck Practical</u>	<u>Woyzeck Developing Production Concept</u>	<u>Woyzeck Exam Structure</u>	<u>Component 2: Devising Written Portfolio</u>	<u>Component 2: Devising Written Portfolio</u>
Year 13	<u>Scripted Performance Recap</u> Students will recap and finalise their choices for their Component 2 scripted performance exam. Students will focus on developing their group and monologue performances. Students will complete 500 words on how they prepared for their monologue and group performances.	<u>Script Exam Prep/Portfolio Improvement</u> During these practical lessons, students will rehearse in preparation for the Component 2 practical exam. Students will develop their 30-minute group performance and monologue for examination before Easter. Students will also have a final chance to improve their written portfolios from the previous devised performance.	<u>Script Exam Prep/Portfolio Improvement</u> During these practical lessons, students will rehearse in preparation for the Component 2 practical exam. Students will develop their 30-minute group performance and monologue for examination before Easter. Students will also have a final chance to improve their written portfolios from the previous devised performance. Final deadline for portfolio.	<u>Script Exam Prep</u> During these practical lessons, students will rehearse in preparation for the Component 2 practical exam. Students will develop their 30-minute group performance and monologue for examination before Easter.	<u>Woyzeck Final Prep</u> Students will complete their final exam preparation focusing on their Woyzeck production concept using Artaud methodologies as an influence. The focus for the final revision will be examples of band 1 responses, examiner video tips and practice questions.	
	<u>That Face Designer</u> In this scheme of work, students will focus on the 'That Face' designer questions. Students will explore a different production element (sound, set, lighting, costume and sound) each lesson and develop their own production concept for 'That Face.'	<u>That Face Performer & Practical</u> Students will expand their understanding of key characters from 'That Face.' This scheme of work will focus on developing students understanding of the play through practical workshops linking to the performer exam question.	<u>That Face Exam Structure</u> Students will prepare for their mock exam by developing exam structure and completing practice questions. Students will develop their design elements and use previous exemplar	<u>Script Exam Prep</u> During these practical lessons, students will rehearse in preparation for the Component 2 practical exam. Students will develop their 30-minute group performance and monologue for examination before Easter	<u>That Face Final Prep</u> Students will complete their final exam preparation focusing on their 'That Face' performer and designer questions. The focus for the final revision will be examples of band 1 responses, examiner video tips and practice questions.	

	<p><u>Woyzeck Production Concept</u> In this scheme students recap over the key characters and themes explored in Woyzeck. Students will explore a different design element each week and develop their production element to support them in their written exam.</p>	<p><u>Live Theatre Mock</u> Students will respond to various ideas and statements on live theatre in relation to the performance they watched last year. The scheme will focus on key moments of the play, design elements and director's themes explored in the performance.</p>	<p><u>Woyzeck</u> Students will respond to a selection of set exam questions; exam question will be marked and students will improve their responses through developing structure and implementation of their individual production concepts.</p>	<p><u>Script Exam Prep & Live Theatre Analysing Performance Exam Prep</u> Students will explore a live theatre performance they have seen and prepare 500 words for their written exam.</p>	<p><u>Live Theatre Final Prep</u> Students will complete their final exam preparation focusing on their live theatre response. The focus for the final revision will be examples of band 1 responses, analysing professional theatre reviews, examiner video tips and practice questions.</p>	

Impact:

- ***How is progress measured? What difference is the curriculum making to student learning?***

In order to measure progress, KS3 students explore the drama skills throughout the schemes of work and are assessed and videoed at the end of each term. Students use their videoed performance to monitor strengths and developments and create targets based on performance. Students develop their analytical skills by watching their performances and use a GCSE assessment specification to strengthen performance skills.

GCSE and A Level courses are monitored through mock performances and written exams. In the first year students partake in a 'mock' of the course content and are given individual feedback structure from the Edexcel exam criteria. Students are assessed each lesson using key drama techniques from each lessons which they are tested on verbally and demonstrate in their practical work.

- ***How is mastery achieved through KPI tracking? How is assessment/mock data used?***

Students in KS3 are made aware of the KPI targets and students are monitored against the following skill base: vocal, physical and their ability to communicate artistic intentions. Each student is marked out of three for each criteria and in the final week of the unit students use grades to create targets to improve in the next scheme of work.

- ***How is core vocabulary learnt through knowledge organisers?***

Each scheme of work has key vocabulary or practitioner methodologies that students explore throughout the scheme of learning. Students in KS3 are tested for 5 minutes on the previous skills/practitioner methodologies explored. In KS4 and KS5 students are given 10 minutes to recall techniques which are designed on exam questions from component 3.

- ***How can you measure whether your curriculum intent has been achieved?***

In drama students demonstrate their understanding verbally through questioning and are tested on their knowledge of key facts using memory platforms. Students can demonstrate their practical understanding by relating final performances to scheme of learning objectives.

- ***What do students do outside of school/lessons to show their engagement in your subject?***

Students are given an opportunity to take part in a range of extra-curricular clubs, Shakespeare School Festival for KS3 and Year 7 Drama Club. Year 11 practical interventions happen three times a week during lunch. The Performance team also run a

- ***Do they read books, watch documentaries or go to museums related to your subject?***

In KS3 students are exposed to three extracts from different plays, KS4 and KS5 students are encouraged as well as reading set texts to research their own plays and monologues for their Component 2 performances. Students are taken to the theatre and have the opportunity to work with leading practitioners from the Young Vic and Old Vic theatre.