

Drama Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Socialisation: Team Work	Shakespeare Stories: Duologues		Costume Design	Devising: Puppetry	
	Students will develop key physical skills and understand the basic requirements for an engaging piece of Drama.	Over 2 terms students will develop knowledge and practical application of vocal skills in order to portray a clear character in a Shakespearean duologue. Students will perform a key duologue from the Tempest, having confidently rehearsed the script for a professional level performance.		Students will analyse the role of a costume designer and create their own portfolios developing clear vision for a variety of contrasting costumes inspired by the work of LGBTQ+ Costume Designer Paul Tazewell, focusing on Costume Design for Euripides' 'The Eumenides'.	Over 2 terms students will develop knowledge of Bunraku puppetry and using the form, inspired by Kneehigh Theatre, will devise their own performances around a socially relevant stimulus.	
British Values/ Representation	Mutual Respect, Tolerance	power structures, misogyny		LGBT, Feminist Approach	Female Theatre Makers, African Storytelling	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Socialisation: Creativity	Contemporary Performance: Group Scenes		Set and Lighting Design	Devising: Metamorphosis	
	Students will develop knowledge of rehearsal skills and techniques in order to devise a character in response to a stimulus.	Working in small groups, students will perform two contrasting scenes from a contemporary play, developing key performance and rehearsal skills in order to portray contrasting character. Formative Assessment		Inspired by practitioner Bunny Christie, students will develop a creative annotated portfolio of Set and Lighting design based on a key text, and will be able to clearly explain and justify their creative choices.	Using Berkoff's style and Kafka's 'Metamorphosis' as a stimulus, students will devise a fully realised devised performance using Physical Theatre, abstractism, set and lighting design.	
	Mutual Respect, Tolerance	standards, power structures, m		SEND Awareness, Female Theatre Makers	Tolerance, Mutual Respect,	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Mock C1: Core Skills	Mock C1: Protest/Physical Theatre	Mock C3: Live Theatre Review	Mock C2: Contemporary Scenes	Mock C3: Texts in Practice, Noughts and Crosses	

	Beginning their Mock GCSE Drama Year, students will use Frantic Assembly as their practitioner in order to create a devised performance, responding to the stimulus of 'Protest'. In small groups, students will have to work together in order to develop an engaging performance with a clear message and intention. During the first term, students will focus on recalling and perfecting the basics for Collaboration and Teamwork in Drama, before developing their own performances.		Using National Theatre Live, students will develop analytical and evaluative skills needed in order to answer a Section B (Live Theatre Evaluation) 15 mark question. Students will develop their own audience voice and express their artistically informed opinion of the piece.	Using contemporary duologues, students will develop performance skills, character intention and a committed paired performance in order to create an engaging performance and realise character intention.	Using a mixture of practical exploration, theory based analysis and use of Exam Structure, students will develop the core knowledge needed to approach a Component 3 Section A. Students will explore plot, theme, character, design and original performance conditions of Noughts and Crosses.	
	Mutual Respect, Tolerance	Mutual Respect, Tolerance, Individual Liberty	Mutual Respect, Tolerance, Cultural Appreciation	Mutual Respect, Tolerance	Mutual Respect, Tolerance, Power Structures, Relationships	
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intro to GCSE Drama	Introduction to Practitioners	Devising and Development	Double: Devising - Rehearsal and Performance	Double: Portfolio and Evaluation	Double: Introduction to Scripts
				Single: Section A - Intro to Noughts and Crosses	Single: Section B - Noughts and Crosses Design	Single: C3 - Revision
In double lessons students begin looking at key practitioners they can choose to explore for their C1 Devised performances. Thinking about style, message, rehearsal techniques and audience engagement students will develop an understanding of how practitioners make meaning in their projects and demonstrate this practically in the creation of their own mini devised performances.	In double lessons students begin looking at key practitioners they can choose to explore for their C1 Devised performances. Thinking about style, message, rehearsal techniques and audience engagement students will develop an understanding of how practitioners make meaning in their projects and demonstrate this practically in the creation of their own mini devised performances.	In double lessons students will now begin to develop their devised performances based on the research and initial ideas they have developed. Using their chosen practitioner, students will use their performance skills to deliver a clear intention for performance and message for an audience.	In double lessons students will refine their performance based on feedback ready for a filmed live performance of their work. Students also reflect on Q3: How did you amend the performance? In single lessons students will begin to look at Noughts and Crosses, both practically and Theoretically, looking at character, plot and acting.	In Double lessons, students refine and perfect their C1 portfolios and evaluate their own performances ready for their evaluation. In their evaluation, students will prepare 1 page of A4 notes and complete their evaluation in a 1.5 hour examination. In single lessons students will begin to look at Noughts and Crosses Design Elements, planning out costume, lighting, sound and set for their productions, with a comparison to the original.	In their double lessons students will begin start exploring C2 duologue texts, looking at a range of styles and genre's before selecting their own performance texts and developing their performance skills. In their single lessons, students will prepare for their end of year Component 3 Exam which will comprise of both a Section A (Noughts and Crosses) and Section B (Live Theatre Review) Examination.	

	Mutual Respect, Tolerance	Mutual Respect, Tolerance	Mutual Respect, Tolerance	Mutual Respect, Tolerance	Mutual Respect, Tolerance	Mutual Respect, Tolerance
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Double: Texts in Practice, Noughts and Crosses, Exam Theory	Double: C2 Rehearsal	Double: C2 Rehearsal	Double: Texts in Practice, Noughts and Crosses	Double: Texts in Practice, Noughts and Crosses	
	Single: Exploring Scriptwork	Single: Texts in Practice, Noughts and Crosses, Characters and Plot	Single: C2 Rehearsal	Single: Live Theatre Review	Single: Live Theatre Review	
	<p>In double lessons students revise key elements of the text whilst also establishing a clear use of exam structures for writing.</p> <p>In single lessons, students begin work developing character for their Component 2 examination, focusing on establishing clear contrast between the two characters and identifying the rising tension.</p>	<p>In double lessons students further develop their rehearsals of the 2 contrasting scenes, focusing on being confident off script and developing a clear character intention.</p> <p>In single lessons, students revise key elements of Noughts and Crosses, focusing on developing a clear understanding of the plays development whilst revising writing structures</p>	<p>Across the Spring 1 term students are solely focused on their Component 2 Examination. In this time students will be completely off text and focusing on confidently perfecting their performance for a visiting examiner.</p>	<p>In Spring 2 the students focus entirely on Component 3 ready for their GCSE Exam. Students focus on repeating and perfecting a range of responses based on their developed knowledge of plot and vocab for Section A in their double lessons.</p> <p>In single lessons students focus on analysing and evaluating Actors performances in 'Frankenstein', focusing on refining their own individual response to the performance.</p>	Done!	