

Drama – 5 Year Curriculum Map

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Year 7</u>	Content, Knowledge & Skills	<u>Let's Get Creative: Spaceship Orion</u> Skills that will be focused on: <ul style="list-style-type: none"> ○ Vocal: Projection, narration and tone ○ Physical: Posture, gesture, space and facial expression ○ Written: Reflection and descriptive skills ○ Group work, role acting, presenting, understanding of stage principles and sustaining a character. ○ Knowledge: How to create a basic character using physical and vocal skills 		<u>History of Theatre: Greek Theatre</u> Skills that will be focused on: <ul style="list-style-type: none"> ○ Vocal: Projection, tone, pause, exaggeration, narration, unison, chant, soundscape, repetition and emphasis ○ Physical: Posture, gesture, facial expressions, exaggeration, space, levels, ensemble and unison ○ Written: development of understanding of scripted texts. ○ Text work analysis and performance. ○ Knowledge: Greek theatre staging, use of a chorus and use of half masks. 		<u>People and Places: Sweeney Todd</u> Skills that will be focused on: <ul style="list-style-type: none"> ○ Vocal: Projection, tone, pause, narration, volume, pitch, volume, repetition, and emphasis ○ Physical: Posture, gesture, movement, control, still image, split scene, stylised movements, characterisation, space, levels and facial expression ○ Written: Reflection and developing evaluation of the devised performance they have created. ○ Imagination, using stimulus to create and creation of key areas of drama texts. ○ Knowledge: Theatrical devices- Thought-tracking, reportage, slow-motion and marking the moment 	
	Prior Knowledge	The students will have some experience from KS2 but this will begin the focus on developing the necessary vocal and physical skills to begin their Drama journey.		The students will have worked on key the key starting points of vocal and physical skills. These will be developed further by looking at key historical influences.		By this point in the year, the students will use their knowledge they have developed over the year and their creative imagination to create a short piece demonstrating their vocal and physical skills.	
	Assessment	Perform a short presentation which sums up the main adventures that they had on their mission. They must each take it in turns to narrate a short section of the presentation. Written reflection on the		Performance of extract from a Greek Myth using choral speech.		Performance using the dramatic convention of 'marking the moment' to highlight a key moment from the story of Sweeney Todd. Written evaluation of the devised final performance.	



		performance they present.		
	Key Vocabulary/ reading materials	Key vocabulary: <ul style="list-style-type: none"> ○ Character ○ Scene ○ Physical ○ Vocal ○ Posture ○ Gesture ○ Facial ○ Role ○ Communication ○ Imagination 	Key texts: Extracts and references to key Greek chorus work and scripts. Key vocabulary: <ul style="list-style-type: none"> ○ Ensemble ○ Unison ○ Cannon ○ Chant ○ Soundscape ○ Repetition ○ Amphitheatre ○ Chorus 	Key text: Sweeney Todd (Key scenes used) Key vocabulary: <ul style="list-style-type: none"> ○ Devised ○ Character ○ Setting ○ Evaluation ○ Volume ○ Pause ○ Characterisation ○ Levels
	Enrichment/ Co-Curricular offer	Students encouraged to audition or be backstage with the school show. Theatre Trips to be organised for students to experience a board and interesting education of theatre when available.	Students encouraged to audition or be back stage with the school show. Theatre Trips to be organised for students to experience a board and interesting education of theatre when available.	Drama club established throughout summer term, students actively encouraged to join. Theatre Trips to be organised for students to experience a board and interesting education of theatre when available.
Year 8	Content, Knowledge & Skills	<u>Let's Get Creative: Physical Theatre</u> <p>Skills that will be focused on:</p> <ul style="list-style-type: none"> ○ Physical: discipline, control, exaggeration, movement, facial expressions, mime, pace, good cooperation and timing ○ Vocal: narration, control, pace, projection, intonation and emotion. ○ Written: Evaluation of performance and rehearsal process leading to the final piece. ○ Knowledge: Basic understanding of Berkoff's Total Theatre 	<u>History of Theatre: Commedia Dell'Arte</u> <p>Skills that will be focused on:</p> <ul style="list-style-type: none"> ○ Physical: Posture, gesture, movement, gait, eye-contact, facial expressions, exaggeration, non-verbal communication, pace, action, mime, interaction with the audience through physical skills. ○ Vocal: Projection, tone, pitch, pause, comedic timing, exaggeration and development. ○ Examining and developing stock characters; learning and engaging with the history of comedy/theatre and 	<u>People and Places: Theatre from Around the World</u> <p>Skills that will be focused on:</p> <ul style="list-style-type: none"> ○ Physical: exaggeration, facial expressions, posture, mime, gesture, control, discipline, interaction, split scene, stylised movements, characterisation, space, proxemics, levels; eye contact; expression of mood and maintaining character and hot seating ○ Vocal: Projection, tone, pause, narration, volume, pitch, volume, repetition, intonation, phrasing, pace and emphasis ○ Developing and replicating styles of theatre; refining and portraying most effective



		<p>integrating plot devices.</p> <ul style="list-style-type: none"> ○ Knowledge: Stock characters of Commedia Dell'Arte 	<p>performances; developing ability to recognise the features in each other's work, evaluate how effectively they convey meaning and consider the effect on the audience.</p> <ul style="list-style-type: none"> ○ Knowledge: Basic understanding of key areas of theatre
Prior Knowledge	Students will further their focus on physical theatre from the previous year with the introduction of key practitioner skills to secure their knowledge and develop it further.	Students will have knowledge of Greek theatre from the previous year, this will give them a broad look at another period of theatre history. They will compare and contrast the styles and develop their knowledge from last year.	Students will develop their imaginative responses using the devising skills to further master this knowledge and develop it using theatre history.
Assessment	Create and perform a piece of drama using physical theatre techniques. Written evaluation	Performance in the style of Commedia Dell'Arte using Commedia Characters. Written evaluation	Performance in the style of Japanese Kabuki Theatre- including symbolic use of props and 'mie'.
Key Vocabulary/ reading materials	<p>Key vocabulary:</p> <ul style="list-style-type: none"> ○ Physical ○ Discipline ○ Neutral ○ Mime ○ Theatre ○ Control ○ Movement ○ Posture ○ Gesture ○ Facial ○ Exaggeration ○ Timing 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> ○ Projection ○ Tone ○ Pitch ○ Pause ○ Comedic timing ○ Exaggeration ○ Development ○ Exaggeration ○ Non-verbal communication ○ Pace ○ Action ○ Mime ○ Interaction 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> ○ Song ○ Dance ○ Skill ○ Characters ○ Showmanship ○ Music ○ Costume ○ Props ○ Stage devices ○ Configuration ○ Stylised ○ Plot ○ Mie
Enrichment/ Co-	Students encouraged to audition or be backstage with the school show. Theatre	Students encouraged to audition or be backstage with the school show. Theatre	Students encouraged to become part of the Drama Club and experience developing devised



	Curricular offer	Trips to be organised for students to experience a board and interesting education of theatre when available.	Trips to be organised for students to experience a board and interesting education of theatre when available.	plays. Theatre Trips to be organised for students to experience a board and interesting education of theatre when available.
Year 9	Content, Knowledge & Skills	<p>Let's Get Creative – Devising</p> <p>Skills that will be focused on:</p> <ul style="list-style-type: none"> ○ Physical: Gesture, facial expression, gait, movement, posture, characterisation, accuracy, mime, exaggeration, levels, proxemics, spatial awareness and choreographic work. ○ Vocal: Projection, tone, pitch, emphasis, exaggeration, clarity, articulation, expression, pauses and repetition. ○ Written: Evaluation of performance and rehearsal process leading to the final piece. ○ Knowledge: Developing understanding of key practitioners the methods they have developed. 	<p>History of Theatre- Victorian Melodrama</p> <p>Skills that will be focused on:</p> <ul style="list-style-type: none"> ○ Physical: Exaggeration, facial expression, gait, movement, posture, characterisation, accuracy, levels, proxemics, spatial awareness and physical discipline. ○ Vocal: Projection, tone, pitch, emphasis of phrases and ideas, exaggeration, clarity, articulation, dramatic pauses and repetition. ○ Written: Evaluation of performance and rehearsal process leading to the final piece. ○ Knowledge: Developing and using scripts; application of stylistic characteristics; communicating meaning; interpretation of creative intentions; expressive use of voice and movement; responding to feedback and identifying strengths/weaknesses. 	<p>People and Places- Putting on a show:</p> <p>Skills that will be focused on:</p> <ul style="list-style-type: none"> ○ Physical: acting, design work, levels, proxemics, distance, posture, gesture, facial expressions, gait, movement, lighting, sound, set design and learning how to construct a show from all angles. ○ Vocal: volume, projection, pitch, pace, pause, tone, emphasis, emotion, accent, intonation, clarity, articulation and emphasis. ○ Written: Evaluation of performance and rehearsal process leading to the final piece from both an actor's perspective and also a designer's perspective. ○ Knowledge: Developing and using scripts; application of key characteristics; communicating meaning; interpretation of creative intentions; expressive use of voice and movement; responding to feedback as both designer and actor.
	Prior Knowledge	Students will have had a varied and knowledgeable focus on the key areas of history; people and place and physical theatre. Students will focus on GCSE style work combining practical and theoretical skills utilising their prior knowledge from the previous years. They will develop this knowledge by using practitioner's methods and elevating their skills through this work.	Students have completed work on historical eras of Drama and will use this previous knowledge to help develop their ideas. Linking with Commedia del Arte from Year 8 will link well and will help them with developing their skills within this work.	Students will end Key Stage Three by focusing on developing all key areas of a scripted piece using a set text to help them to design an element of the piece and perform a piece. They will use all the key skills from throughout the year to demonstrate their understanding in a final piece.



	Assessment	Create a performance based on a practitioner style and theme. Written evaluation based on this.		Perform a scripted piece of Melodrama theatre and create an information sheet about Melodrama.		Performing using key extracts from the chosen set text and respond to a design-based question.	
	Key Vocabulary/ reading materials	Reading: extracts and poems to inspire creative responses. Key vocabulary: <ul style="list-style-type: none"> ○ Gait ○ Gesture ○ Facial ○ Character ○ Scene ○ Stimulus ○ Brecht 		Reading: Melodrama scripts Key vocabulary: <ul style="list-style-type: none"> ○ Archetype ○ Tension ○ Physical ○ Vocal ○ Posture ○ Melodrama ○ Exaggeration ○ Gesture 		Reading: Reading of the chosen set text script. Key vocabulary: <ul style="list-style-type: none"> ○ Script ○ Performance ○ Entrance ○ Designer ○ Lighting ○ Sound ○ Costume ○ Blocking 	
	Enrichment/ Co-Curricular offer	Students encouraged to audition or be backstage with the school show. Theatre Trips to be organised for students to experience a board and interesting education of theatre when available.		Students encouraged to audition or be backstage with the school show. Theatre Trips to be organised for students to experience a board and interesting education of theatre when available.		Students encouraged to become part of the Drama Club and experience developing devised plays. Theatre Trips to be organised for students to experience a board and interesting education of theatre when available.	
Year 10	Content, Knowledge & Skills	<u>Blood Brothers</u> <ul style="list-style-type: none"> ○ Introduction to KS4 Drama ○ Script based work ○ Revision of key characters, set and plot ○ Characterisation skills ○ Knowledge: Key vocal and physical skills 	<u>Blood Brothers</u> <ul style="list-style-type: none"> ○ Introduction to KS4 Drama ○ Script based work ○ Revision of key characters, set and plot ○ Characterisation skills ○ Knowledge: Key vocal and physical skills 	<u>Component 2: Devising Coursework</u> <ul style="list-style-type: none"> ○ Teamwork skills ○ Organisation ○ Development of drama creatively linked to a brief ○ Focused research linked to theme and specialism chosen. ○ Creative 	<u>Component 2: Devising Coursework</u> <ul style="list-style-type: none"> ○ Teamwork skills ○ Organisation ○ Development of drama creatively linked to a brief ○ Focused research linked to theme and specialism chosen. 	<u>Devising Logs and Theory skills</u> <ul style="list-style-type: none"> ○ Reflective and evaluative skills ○ Understanding and recall skills for key terminology and stage configurations ○ Development of written responses on performance-based tasks. ○ Knowledge: How to structure effective 	<u>Live Performance and Blood Brothers</u> <ul style="list-style-type: none"> ○ Script based work ○ Revision of key characters, set and plot ○ Characterisation skills ○ Knowledge: Key vocal and physical skills



			<ul style="list-style-type: none"> intentions, purpose, roles responsibilities and skills of company members Knowledge: How to apply Berkoff's Total Theatre and Brecht's Audience Alienation to devised work. 	<ul style="list-style-type: none"> Creative intentions, purpose, roles responsibilities and skills of company members Knowledge: How to apply Berkoff's Total Theatre and Brecht's Audience Alienation to devised work. 	devising logs and recall of key vocal and physical skills	
Prior Knowledge	Students will have worked with scripts and developing their own performances, these skills will be mastered through this focus on the set text from AQA.		Students will have covered devising skills within KS3 and this culminates in the coursework component. They will master their written evaluation skills through this and convey their intentions through their final performances (40% of the GCSE).		Students will reflect on the work on Blood Brothers that they completed earlier in the year and further their knowledge and revision of key vocal and physical skills.	Students have completed self-reflection and peer assessment throughout KS3 and will use these evaluative skills when watching the live performances (component 1).
Assessment	Performance of a Blood Brothers extract and Section A and B based question 1 in AQA style.	Performance of a Blood Brothers extract and Section A and B based questions 1, 2 and 3 in AQA style.	Completion of written NEA parts 1 and 2 with initial draft of performances.	Completion of written NEA parts 1 and 2 with final performances with completion of evaluation for Part 3.	Mock of Sections A and B of exam Blood Brothers work.	Mock Question on live performance component – 32 marker with Blood Brothers components with it.
Key	Reading: Key extracts from the play and using them through written and		Stimulus material – music, poetry, literature and pieces of art that are themed		Key vocabulary:	Key vocabulary:



	Vocabulary/ reading materials	performance-based work.		about key themes to use in their performances.		<ul style="list-style-type: none"> ○ Dramatic irony ○ Foreshadowing ○ Configuration ○ Musical ○ Stage ○ Character ○ Setting ○ Plot ○ Gait ○ Emphasis ○ Accent ○ Dialect 	
	Key vocabulary:	<ul style="list-style-type: none"> ○ Projection ○ Tone ○ Pause ○ Comedic timing ○ Exaggeration ○ Development ○ Exaggeration ○ Non-verbal communication ○ Pace ○ Action ○ Mime ○ Interaction 		Key vocabulary:		<ul style="list-style-type: none"> ○ Devised ○ Stimulus ○ Development ○ Genre ○ Structure ○ Character ○ Form ○ Style ○ Sub-text ○ Motivation ○ Mood ○ Brecht ○ Berkoff ○ Physical 	
	Enrichment/ Co-Curricular offer	Students encouraged to audition or be backstage with the school show. Live performance component through theatre trips		Students encouraged to audition or be backstage with the school show. Live performance component through theatre trips		Students encouraged to be part of or prefect for the Drama club and putting on a performance evening. Live performance component through theatre trips	
Year 11	Content, Knowledge & Skills	Coursework Completion and Blood Brothers	Live Performance and Texts in Practice	Live Performance and Texts in Practice	Text in Practice	Exam Skills	Exam Skills
		Exam question skills Redrafting of coursework (Response, Analysis	Exam question skills Performance skills (Characterisation-vocal and physical	Exam question skills Performance skills (Characterisation-vocal and physical skills)	Script based work Development and communication of physical and vocal skills Characterisation	Written exam skills Knowledge: Key vocal and physical skills, Blood Brothers characters and plot.	Written exam skills Knowledge: Key vocal and physical skills, Blood Brothers characters and plot.



	and evaluation) Knowledge: Key vocal and physical skills, Blood Brothers characters and plot.	skills) Knowledge: Key vocal and physical skills	Knowledge: Key vocal and physical skills	skills. Knowledge: Key vocal and physical skills		
Prior Knowledge	Students will have worked with scripts and developing their own performances, these skills will be mastered through this focus on the set text from AQA.	Students have completed self-reflection and peer assessment throughout KS3 and will use these evaluative skills when watching the live performances (component 1). They will hone and master their evaluative skills written skills the students have explored over the years.		Students will use their vocal and physical skills to work with a script, similar to the skills shown within KS3 and their devised work at the start of the year.	The students will use their key written skills commenting on physical and vocal skills evaluating performances, culminating the skills they have practiced over their time studying Drama.	
Assessment	Written assessment – Blood Brothers section B questions 1-4 Coursework- Devising Logs	Written assessment – Live performance component section C question Practice texts in practice initial piece – ‘1 st draft’ to be completed in the style of the external exam.	Written assessment – Live performance component section C question Practice texts in practice pieces – to be completed in the style of the external exam.	Complete AQA component – external examiner to come in and observe final performances.	Written exam component 1	Written exam component 1
Key Vocabulary/ reading materials	Key reading: Blood Brothers by Willy Russell (AQA set text).	Key vocabulary: <ul style="list-style-type: none"> ○ Projection ○ Tone ○ Pause ○ Comedic timing 		Key vocabulary: <ul style="list-style-type: none"> ○ Stage configuration ○ Stage types ○ Traverse 	The key vocabulary for the written component is a culmination of the key words studied over time.	



		<p>Key vocabulary:</p> <ul style="list-style-type: none"> ○ Dramatic irony ○ Foreshadowing ○ Configuration ○ Character ○ Setting ○ Plot ○ Emphasis ○ Accent ○ Dialect 	<ul style="list-style-type: none"> ○ Exaggeration ○ Development ○ Exaggeration ○ Non-verbal communication ○ Pace ○ Action ○ Interaction 	<ul style="list-style-type: none"> ○ Rehearse ○ Physical ○ Vocal 	
	<p>Enrichment/ Co-Curricular offer</p>	<p>Students encouraged to audition or be backstage with the school show.</p> <p>Live performance component through theatre trips</p> <p>Revision and coursework component sessions available at lunch times.</p>	<p>Students encouraged to audition or be backstage with the school show.</p> <p>Live performance component through theatre trips</p> <p>Revision and coursework component sessions available at lunch times.</p>	<p>Students encouraged to audition or be backstage with the school show.</p> <p>Live performance component through theatre trips</p> <p>Revision and coursework component sessions available at lunch times.</p>	