

Department Curriculum Map



Department Drama

Skills required in Year 11:

- Apply knowledge and understanding when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performance
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- Adopt safe working practices.

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
11	<i>Devising, developing ideas, creative intent, analysis and evaluation. Learning lines, creating a character, physicalisation, facial expressions, voice.</i>	<i>Performing a set text for an examiner. Working on either a monologue, dialogue or group scene students perform 2 extracts from within the text that show the understanding and development of characters throughout the text.</i>	<i>Applying creative skills and developing a performance for an audience showing development of characters through the text and understanding of style of theatre.</i>	<i>Creative intent, developing a character, analysis and evaluation, understanding terminology, application of practical to exam paper.</i>	<i>Creative intent, developing a character, analysis and evaluation, understanding terminology, application of practical to exam paper.</i>		
Theme/ Focus/ Content	<i>Monologues and Duologues. Preparation for component 3.</i>	<i>Component 3 – various texts, focus on performance skills and dramatic intent.</i>	<i>Component 3 performance. Component 1- Noughts and</i>	<i>Component 1 –Noughts and Crosses practical exploration</i>	<i>Component 1 – exam preparation</i>		

			Crosses preparation.				
10	Understanding of course, introduction to key terms, stage positions, different stage types, still images, thought tracking, developing ideas.	Creating a performance for Christmas concert – this is to introduce students to the performance element of the course and working towards creating something with intention and a deadline.	Developing and understanding about the many different ways theatre can be created and starting to form their own evolving style.	Developing and understanding about the many different ways theatre can be created and starting to form their own evolving style.	Developing ideas for performance and showing understanding of creating drama for an audience. Students began working on this at the end of year 10 and have an ongoing logbook that accompanies this. Developing a performance from stimuli, analysis and evaluation.	Using a stimuli, writing a logbook, analysis, evaluation, creating drama with a dramatic intent. Working in a group.	
Theme/ Focus/ Content	Introduction to GCSE – bringing the group together establishing needs and expectations.	Performing to an audience.	Exploring different ways of creating theatre and learning about styles, practitioners and Genres.	Exploring different ways of creating theatre and learning about styles, practitioners and Genres.	Component 2 devising from a stimulus	Component 2 – Devising from a stimulus.	
9	Devising. Understanding the responsibility of a public platform theatre/social media. Working collaboratively, analysis and evaluation. Independent and collaborative opportunities. Creative exploration. Planning with research, analysis, forming opinions that are informed, evaluation, analysis and performing.	Creating work from a script. Learning lines. Interpreting characters. Understanding plotlines and how characters grow from start to end. Starting to see semiotics in writing and how to use the information.	Leadership, planning, analysis, applying all the skills learnt this year, confidence, self-esteem. Ownership for devising. Writing a log book, research, analysis, developing an idea, creative intent, forming opinions that are informed, evaluation, analysis and performing.	Devising. Understanding the responsibility of a public platform theatre/social media. Working collaboratively, analysis and evaluation. Independent and collaborative opportunities. Creative exploration. Planning with research, analysis, forming opinions that are informed, evaluation, analysis and performing.	Creating work from a script. Learning lines. Interpreting characters. Understanding plotlines and how characters grow from start to end. Starting to see semiotics in writing and how to use the information.	Leadership, planning, analysis, applying all the skills learnt this year, confidence, self-esteem. Ownership for devising. Writing a log book, research, analysis, developing an idea, creative intent, forming opinions that are informed, evaluation, analysis and performing.	

Theme/ Focus/ Content	<i>Gossip. Impact of social media and how to use public platforms appropriately and responsibly.</i>	TBC - a range of texts dependent on ability.	<i>Passion Project. In small groups planning, creating and teaching a piece of text or application of a theatrical skill to the class.</i>	<i>Gossip. Impact of social media and how to use public platforms appropriately and responsibly.</i>	TBC - a range of texts dependent on ability.	<i>Passion Project. In small groups planning, creating and teaching a piece of text or application of a theatrical skill to the class.</i>	
8 Skills Covered	<i>Naturalism, building suspense, stock characters, gesture, voice, body language, facial expressions, slapstick, physicalisation, developing a character, creating humour.</i>	<i>Character development, understanding how a text goes from paper to stage. Developing performance for an audience. How to interpret characters from a script. Developing independent purpose to learning.</i>	<i>Gesture, body language facial expression, character development, narration/narrative structure. Creative intent, analysis and evaluation.</i>	<i>Naturalism, building suspense, stock characters, gesture, voice, body language, facial expressions, slapstick, physicalisation, developing a character, creating humour.</i>	<i>Character development, understanding how a text goes from paper to stage. Developing performance for an audience. How to interpret characters from a script. Developing independent purpose to learning.</i>	<i>Gesture, body language facial expression, character development, narration/narrative structure. Creative intent, analysis and evaluation.</i>	
Theme/ Focus/ Content	<i>Genre – understanding of different styles of drama and the skills required to create different genres.</i>	<i>Ernies incredible illuminations. Interpretation of a script.</i>	<i>Detective – investigation in to the missing teen.</i>	<i>Genre – understanding of different styles of drama and the skills required to create different genres.</i>	<i>Ernies incredible illuminations. Interpretation of a script.</i>	<i>Detective – investigation in to the missing teen.</i>	
7 Skills Covered	<i>Stage positions, still image, thoughts aloud, movement, focus, timing, pace, pitch, power, pause, creative intent, analysis and evaluation. Physical Theatre, Discussion, Creating set, atmosphere and tension, eye focus and levels. Creative thinking, analysis and evaluation.</i>	<i>Ensemble work, Mime, drama to music, Media interpretation, role-play. Characterisation. Analysis and evaluation. Devising. Planning and developing idea. Performing.</i>	<i>Understanding Shakespeare in a modern context, using text to perform, creating performances for an audience. Using Shakespeare for our own creative intent, character development</i>	<i>Stage positions, still image, thoughts aloud, movement, focus, timing, pace, pitch, power, pause, creative intent, analysis and evaluation. Physical Theatre, Discussion, Creating set, atmosphere and tension, eye focus and levels. Creative thinking, analysis and evaluation.</i>	<i>Ensemble work, Mime, drama to music, Media interpretation, role-play. Characterisation. Analysis and evaluation. Devising. Planning and developing idea. Performing.</i>	<i>Understanding Shakespeare in a modern context, using text to perform, creating performances for an audience. Using Shakespeare for our own creative intent, character development</i>	
Theme/ Focus/ Content	<i>Introduction to drama – establishing expectations,</i>	<i>Fairy tales – exploring stories and developing familiar characters. Explains structure.</i>	<i>Introduction to Shakespeare – using Shakespearean texts</i>	<i>Introduction to drama – establishing expectations,</i>	<i>Fairy tales – exploring stories and developing familiar characters. Explains structure.</i>	<i>Introduction to Shakespeare – using Shakespearean texts</i>	

	<i>introduction to key terms and skills. Physical Theatre – introduction to physical theatre in performance. Building trust.</i>		<i>in small chunks in performance. Looking at relevance of Shakespeare in modern society.</i>	<i>introduction to key terms and skills. Physical Theatre – introduction to physical theatre in performance. Building trust.</i>		<i>in small chunks in performance. Looking at relevance of Shakespeare in modern society.</i>	
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