

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	Section A & B of the written paper. Core exam skills, command words, answer structure and terminology. Past papers attempted and returned with feedback to re-write. Practically exploring key scenes from Blood Brothers. Design	Section C of the written paper – Live Theatre. Core exam skills, command words, answer structure and terminology. Past papers attempted and returned with feedback to re-write. Design elements and their impact on the	Developing ideas for performance and showing understanding of creating drama for an audience. Developing a performance from a chosen script. Exploring the chosen text through	Performing two extracts from chosen text for an examiner. Working on either a monologue, dialogue or group scene(s) students perform two extracts from within the text that show the understanding and development of	To develop a clear understanding of creative intention, developing a character, analysis and evaluation, understanding terminology. Application of practical to exam paper. Exploration of	GCSE Completed.	

	<i>elements and their impact on the play including costume, lighting, sound and set.</i>	<i>play including costume, lighting, sound and set.</i>	<i>practical and theory such as history and context. Characterisation, visualisation and how the actor prepares. Learning lines, blocking, designing and refining. Learning contextual information about key extracts chosen for performance.</i>	<i>characters throughout the text. 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>the roles and responsibilities within the theatre. Structure and content of a theatre review giving a personal response.</i>		
Theme/ Focus/ Content	Component 1 - Blood Brothers practical exploration.	Component 1 – Section C, Live theatre.	Component 3 - Texts in Practice.	Component 3 - Texts in Practice. Component 1 - section C.	Component 1 – Exam Preparation.		
10 Skills Covered	<i>Understanding of course, introduction to key terms, stage positions, different stage types, still images, thought tracking, developing ideas. Building of collaborative skills including respect, tolerance and participation. Practitioners; Brecht and Stanislavski. Set text for section B: Blood Brothers.</i>	<i>Further understanding the storyline of the set text. Core exam skills, command words, answer structure and terminology. Past papers attempted and returned with feedback to re-write. Practically exploring key scenes from Blood Brothers. Design elements and their impact on the play including costume, lighting, sound and set.</i>	<i>Introduction of stimuli from exam board. Developing and understanding about the many different ways theatre can be created to form their own evolving style. Research tasks, gestation of ideas, plot building, and storytelling.</i>	<i>Developing ideas for performance and showing understanding of creating drama for a target audience. Reflection in development using ongoing devising logbook that accompanies the component. Polishing the performance, blocking and editing the script.</i>	<i>Developing performances, giving and receiving peer feedback and making improvements based on mark scheme for Component 2. Performing and filming creations. Polishing section A and B of Devising logs. Starting individual evaluations of performance pieces.</i>	<i>Polishing section A and B of Devising logs. Continuing and polishing individual evaluations of performance pieces. Re-visiting Blood Brothers with some practical exploration and practice of some exam questions. Social, cultural and political context studied - information about playwright, era,</i>	

						<i>intention to enrich written responses in the exam.</i>	
Theme/ Focus/ Content	Introduction to GCSE - Practitioners. Component 1, intro to set text.	Component 1 – continuation with set text exploration.	Component 2 - Devising from a Stimulus.	Component 2 - Devising from a Stimulus. Component 1 interleaving.	Component 2 - Devising from a Stimulus, Devising Log & Evaluation.	Component 2 - Devising Log & Evaluation. Component 1 - Exam structure, marking grid and writing skills.	
9 Skills Covered	<i>Understanding Physical Theatre and surrealism, creating theatre that communicates meaning to an audience. Working collaboratively, analysis and evaluation. Independent and collaborative opportunities. Creative exploration. Planning with research, analysis, forming opinions that are informed, evaluation, analysis and performing. Physical Theatre, Frantic Assembly and other stylised techniques.</i>	<i>Applying creative skills and developing a performance for an audience showing development of characters through the text and understanding of stylised theatre. Completing a Live Theatre evaluation from a small section of the play. Script: Girls Like That.</i>	<i>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 project with a choice from 2 stimuli and to complete section A and B of a Devising log.</i>	<i>Understanding Physical Theatre and surrealism, creating theatre that communicates meaning to an audience. Working collaboratively, analysis and evaluation. Independent and collaborative opportunities. Creative exploration. Planning with research, analysis, forming opinions that are informed, evaluation, analysis and performing. Physical Theatre, Frantic Assembly and other stylised techniques.</i>	<i>Applying creative skills and developing a performance for an audience showing development of characters through the text and understanding of stylised theatre. Completing a Live Theatre evaluation from a small section of the play. Script: Girls Like That.</i>	<i>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 project with a choice from 2 stimuli and to complete section A and B of a Devising log.</i>	
	Physical Theatre.	Performing from a script.	Introduction to devising from a stimulus.	Physical Theatre.	Performing from a script.	Introduction to devising from a stimulus.	

Theme/ Focus/ Content							
8 Skills Covered	<i>Naturalism, building suspense, stock characters, gesture, voice, body language, facial expressions, slapstick, physicalisation, developing a character, creating humour. Gesture, body language facial expression, character development, narration/narrative structure. Creative intent, analysis and evaluation. Creating character and stock characters - Slapstick, Sitcoms, Soap Operas and Melodrama.</i>	<i>Student will expand knowledge on key dramatic techniques such as role-on-the-wall, narration, multi-rolling and hot seating. Students will have the opportunity to advance their skills of characterisation (voice, facial expression, body language/movement and gesture) by creating a realistic character. Topic: Murder Inquiry.</i>	<i>Understanding Verbatim. How meaning is communicated through stage directions/action on stage as well as characterisation. Using theatrical techniques to create mood and atmosphere on stage. Understanding what a 'stylised performance' might look like. Script: Missing Dan Nolan.</i>	<i>Naturalism, building suspense, stock characters, gesture, voice, body language, facial expressions, slapstick, physicalisation, developing a character, creating humour. Gesture, body language facial expression, character development, narration/narrative structure. Creative intent, analysis and evaluation. Creating character and stock characters - Slapstick, Sitcoms, Soap Operas and Melodrama.</i>	<i>Student will expand knowledge on key dramatic techniques such as role-on-the-wall, narration, multi-rolling and hot seating. Students will have the opportunity to advance their skills of characterisation (voice, facial expression, body language/movement and gesture) by creating a realistic character. Topic: Murder Inquiry.</i>	<i>Understanding Verbatim. How meaning is communicated through stage directions/action on stage as well as characterisation. Using theatrical techniques to create mood and atmosphere on stage. Understanding what a 'stylised performance' might look like. Script: Missing Dan Nolan.</i>	
Theme/ Focus/ Content	Genre – understanding of different styles of drama and the skills required to create different genres.	Introduction to writing scripts.	Introduction to stylised techniques.	Genre – understanding of different styles of drama and the skills required to create different genres.	Introduction to writing scripts.	Introduction to stylised techniques.	
7 Skills Covered	<i>Rules for safe working. Collaborative approaches. Stage positions, still image,</i>	<i>Developing student's knowledge and understanding of physicality and characterisation by</i>	<i>Extracts (VIDEO & SCRIPT) used so pupils get a shared reference point for all skills learning.</i>	<i>Rules for safe working. Collaborative approaches. Stage positions, still image,</i>	<i>Developing student's knowledge and understanding of physicality and characterisation by</i>	<i>Extracts (VIDEO & SCRIPT) used so pupils get a shared reference point for all skills</i>	

	<p>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. Basic Drama Skills.</p>	<p>focusing on key dramatic techniques such as body movement and language, facial expressions and gestures. Script basics, theatre terminology, character basics and design basics. Practical application of learning done last unit. Script: Ernie's Incredible Illucinations.</p>	<p>Extracts viewed for 15/30 mins roughly per lesson - skills learning and games based around those seen on stage. Live performance: Peter Pan.</p>	<p>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. Basic Drama Skills.</p>	<p>focusing on key dramatic techniques such as body movement and language, facial expressions and gestures. Script basics, theatre terminology, character basics and design basics. Practical application of learning done last unit. Script: Ernie's Incredible Illucinations.</p>	<p>learning. Extracts viewed for 15/30 mins roughly per lesson - skills learning and games based around those seen on stage. Live performance: Peter Pan.</p>	
<p>Theme/ Focus/ Content</p>	<p>Introduction to drama – establishing expectations, introduction to key terms and skills.</p>	<p>Introduction to scripts.</p>	<p>Introduction to evaluating Live Theatre.</p>	<p>Introduction to drama – establishing expectations, introduction to key terms and skills.</p>	<p>Introduction to scripts.</p>	<p>Introduction to evaluating Live Theatre.</p>	