

Department Curriculum Map



Department

Drama

Statement of Curriculum Intent:

At the Hathaway Academy, students will be provided with the opportunity to develop confidence, creativity and performance skills as they study Drama. We aim to inspire and nurture ability so that students can become both, independent learners and reflective thinkers.

Through their participation in Drama, students will be encouraged to explore their understanding of cultural and stylistic contexts, challenge stereotypes and develop aesthetic appreciation. Students will be equipped with the skills to constructively evaluate and criticise work within a supportive and secure environment and be fully prepared to leave the Hathaway Academy as confident, individual young adults, ready to be effective members of their community.

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.

GCSE Assessment Objectives

AQA Component 1 Understanding Drama (40%)	AQA Component 2 Devising Drama (40%)	AQA Component 3 Texts in Practice (20%)
A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. A04: Analyse and evaluate their own work and the work of others.	A01: Create and develop ideas to communicate meaning for theatrical performance. A02: Apply theatrical skills to realise artistic intentions in live performance. A04: Analyse and evaluate their own work and the work of others.	A02: Apply theatrical skills to realise artistic intentions in live performance.

YEAR	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Home Learning
11 Skills Covered	Component 2 – Devising Drama Students to review their first draft of coursework and make improvements. Component 3 – Texts in Practice Students to be allocated their groups and script sections for the live performance exam. Students given their first choice of script where possible. Students expected to start learning their lines.	Component 2 – Devising Drama Final draft of coursework to be completed. Component 3 – Texts in Practice Developing a performance from a chosen script, exploring the themes, history and Contextual information. Characterisation, visualisation and how the performer prepares. Learning lines, blocking, designing and refining. Students expected to continue learning their lines.	Component 3 – Texts in Practice. Continuing to develop a performance from a chosen script. Statement of Individual Dramatic Intentions completed. Performing to an examiner and filming of this exam.	Component 1 – Understanding Drama Strong focus on sections A, B & C of the written exam paper. 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 play including costume, lighting, sound and set. Selected questions given to each individual student based on their own areas to improve – within lessons and for homework.	Component 1 – Understanding Drama Strong focus on sections A, B & C of the written exam paper. 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 play including costume, lighting, sound and set. Selected questions given to each individual student based on their own areas to improve – within lessons and for homework.	GCSE COMPLETED	Set and completed regularly. Coursework write-ups and improvements during AUT1 and AUT2. To learn lines for Component 3 Live Performance Exam during AUT1, AUT2 and SPR1. Theory work linked to component 1 during SPR1 and SUM1.
YEAR	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Home Learning
10 Skills Covered	Understanding of Course. Building of collaborative skills including respect, tolerance and participation.	Component 2 - Devising from a Stimulus. Introduction of stimuli. Developing and understanding about the different ways theatre can be	Component 2 - Devising from a Stimulus. Performance creation. Developing ideas for performance and showing understanding of	Component 2 - Devising from a Stimulus. Giving and receiving peer feedback and making improvements based on mark	Component 2 – Devising from a stimulus. Devising coursework write up of Sections A - C. Formally, using notes written from the last three half	Component 1 – Understanding Drama. Re-visiting Section A (theatre roles and terminology) and Section B (Blood Brothers) of the component.	Set and completed regularly. Theory work linked to component 1 during AUT1 and SUM2.

	Component 1 - Understanding Drama Section A: Theatre roles and terminology Section B: Set text - Blood Brothers by Willy Russell Practical exploration of set text, exploring key themes and context of the play. Design elements and their impact on the play including costume, lighting, sound and set. Questions from past papers attempted and returned with feedback to re-write.	created to form their own evolving style. Recording of: - Initial responses - Chosen stimulus and individual ideas - Group ideas - Research - Plot building - Practitioner exploration - Brief practical exploration of idea - Final idea	creating drama for a target audience. Polishing the performance, blocking and editing any written scripts. Consistent tracking of individual development using ongoing devising logbook that accompanies the component coursework – writing up every lesson/rehearsal activities and/or content. Student groups expected to rehearse after-school.	scheme for Component 2. Finalizing the performance. Performing and filming of creations. Making notes upon individual evaluations of performance pieces. Student groups expected to rehearse after-school.	terms as prompts and guides. First draft to be completed.	Section C – Live Theatre Production/ Review Introduction to recorded theatre production used for this section of the written exam – strong focus on Costume Design. Preparation for End of Year 10 Mock Exams. Questions from past papers attempted and returned with feedback to re-write.	Coursework write-ups and improvements during AUT2, SPR1 and SPR2.
YEAR	AUT1 / SPR2		AUT2 / SUM1		SPR1 / SUM2		Home Learning
9	<u>Dramatic Conventions</u> (Approx. 3-4 Lessons) Students explore dramatic conventions, including symbolism and placards, and learn how theatre can educate audiences about real-life events. Using the historical case of Brenda Spencer as a stimulus, students create thoughtful and socially responsible performances.		<u>Stylized Techniques and Physical Theatre</u> (Approx. 3-4 Lessons) Students explore stylized performance techniques and physical theatre, drawing inspiration from practitioners such as Frantic Assembly and Punchdrunk. They develop movement, vocal and ensemble skills to communicate meaning in creative and engaging ways. Powerful Knowledge: Students understand that theatre		<u>Devising from a Stimulus</u> (Approx. 6-7 Lessons) Students devise an original performance from a chosen stimulus, using research, collaboration and creative exploration to develop characters, themes and narrative. Alongside the practical work, students complete Sections A and B of a mini GCSE-style devising log. Powerful Knowledge: Students understand that devised theatre is		Theory/Written work, set and to be completed weekly through Microsoft Teams. Graded; Bronze, Silver, Gold or Platinum. Based on percentage of points scored.

Powerful Knowledge: Students understand that dramatic conventions are used to enhance storytelling and communicate ideas to an audience. They learn how theatre can be used as a tool for education, awareness and social commentary. Key Skills: • Dramatic Conventions • Symbolism • Placards • Theatre in Education • Collaboration • Performance Creation • Evaluation and Feedback Assessment: Brenda Spencer / Conventions Performance Keywords: Placards, Direct Address, Statement, Theatre in Education, Social Issue, Historical Event, Political Theatre, Impact, Sensitivity. <u>Performing from a Script</u> (Approx. 3-4 Lessons) Students develop their script performance skills through the study of <i>Bouncers (Remix)</i> by John Godber. They explore	practitioners use specific styles and techniques to shape audience experience and communicate meaning. They learn how movement, physicality and staging can be used as powerful storytelling tools. Key Skills: • Physical Theatre • Stylized Techniques • Movement and Ensemble Work • Vocal Skills • Practitioner Analysis • Collaboration • Evaluation and Feedback Assessment: Stylized Techniques Presentation <u>Implementing Stylized Techniques and Dramatic Conventions to Performance</u> (Approx. 2-4 Lessons) Students apply stylized techniques and dramatic conventions to scripted performance through the study of <i>Girls Like That</i> by Evan Placey. They explore themes, character relationships and creative staging while developing collaborative performance skills. Powerful Knowledge: Students understand how performance	created through a structured creative process, using stimuli, research and dramatic techniques to communicate ideas to an audience. They learn how creative decisions are developed, justified and evaluated throughout the devising process. Key Skills: • Devising from a Stimulus • Research and Analysis • Character Development • Narrative Structure • Collaboration • Dramatic Conventions • Performance Reflection • Evaluation and Feedback • Log Book Writing Assessment: Devised Performance Keywords: Message, Purpose, Audience, Meaning, Theme, Genre, Improvisation, Experiment, Hot Seating, Role on the Wall, Explorative Strategies. Diversity/Cultural Capital: • Possible Stimuli include: Martin Luther King / Holocaust	
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characterisation, stereotypes, comedy, stage presence, vocal skills and physical theatre techniques. Powerful Knowledge: Students understand how playwrights use character, dialogue and theatrical conventions to communicate themes and entertain audiences. They learn how vocal and physical performance choices influence audience engagement and interpretation. Key Skills: • Characterisation • Vocal Modulation • Physical Theatre • Comedy Techniques • Stage Presence • Monologues and Duologues • Constructive Feedback Assessment: Script Performance Keywords: Stereotypes, Energy, Proxemics, Transformation, Change, Contrast. Diversity/Cultural Capital:	choices communicate themes, relationships and social issues to an audience. They learn that dramatic conventions and physical theatre techniques can deepen meaning and audience engagement. Key Skills: • Script Interpretation • Characterisation • Dramatic Conventions • Physical and Vocal Performance • Collaborative Performance Creation • Theatrical Analysis • Constructive Feedback Assessment: <i>Girls Like That</i> Performance Keywords: Synchronised, Swiping, Peeling, Flocking, Explosion, Tableaux, Split Scene, Non-Naturalistic, Abstract, Coordination, Contact. Diversity/Cultural Capital: • Exploring influential contemporary theatre practitioners • Exploring themes of identity, gender and social media.	Cultural Capital Opportunity: • Exploring historical events and real-world issues through theatre-making.	
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	Exploring representation, stereotypes and social issues through drama.			
YEAR	AUT1 / SPR2	AUT2 / SUM1	SPR1 / SUM2	Home Learning
8	<u>Trestle Masks</u> (Approx. 3-4 Lessons) Students explore the conventions of Trestle Mask performance, developing physical acting skills, the 7 States of Tension, and effective non-verbal communication. They learn how masks can be used to create character, meaning and audience engagement. Powerful Knowledge: Students understand that mask work relies on physical expression rather than facial expression and dialogue. They learn how movement, posture and tension can communicate character, emotion and narrative. Key Skills: - Trestle Mask Conventions 7 States of Tension - Physical Characterisation - Focus and Focal Points - Safe Physical Performance - Collaboration - Evaluation and Feedback	<u>Verbatim Theatre</u> (Approx. 2-4 Lessons) Students explore the conventions of Verbatim Theatre, learning how real-life testimonies and interviews are transformed into performance. Using <i>Missing Dan Nolan by Mark Wheeler</i>, students develop skills in creating authentic, respectful and collaborative performances based on real experiences. Powerful Knowledge: Students understand that Verbatim Theatre is created using the words of real people and requires accuracy, responsibility and ethical storytelling. They learn how theatre can be used to explore real-life issues and perspectives. Key Skills: - Verbatim Theatre Conventions - Ethical Performance - Interpretation of Testimony - Collaboration - Characterisation - Evaluation and Feedback	<u>Short Plays and Script Writing</u> (Approx. 3 Lessons) Students explore the features of short playscripts, developing skills in script structure, dialogue, character development and stage directions. They apply these techniques to create and perform their own original scripted scenes. Powerful Knowledge: Students understand that playwrights use structure, dialogue and characterisation to communicate stories and engage audiences. They learn how scripts are crafted for performance rather than reading. Key Skills: - Script Structure - Dialogue Writing - Character Development - Stage Directions - Collaborative Writing - Performance Skills - Evaluation and Feedback	Theory/Written work, set and to be completed weekly through Microsoft Teams. Graded; Bronze, Silver, Gold or Platinum. Based on percentage of points scored.

Assessment: Masks Performance Keywords: Mask, States of Tension, Stock Character, Exaggerated, Sightline, Clocking, Stimulus. <u>Melodrama</u> (Approx. 3 Lessons) Students explore the conventions of Melodrama, using stock characters and exaggerated physical and vocal skills to create engaging performances. They apply their understanding of characterisation, tension and theatrical style through scripted and devised work. Powerful Knowledge: Students understand that Melodrama uses exaggerated characters, emotions and actions to communicate stories clearly to an audience. They learn how theatrical conventions shape performance style and audience response. Key Skills: • Stock Characters • Exaggerated Physical Acting • Vocal Expression • Characterisation • Collaboration • Theatrical Analysis	Assessment: Verbatim Performance Keywords: Rapport, Fourth Wall, Blocking, Source, Research, Thought Track, Interview, Naturalistic, Perspective, Testimony. <u>Shakespeare</u> (Approx. 3 Lessons) Students are introduced to Shakespeare through the plot, characters, themes and context of Romeo and Juliet and Macbeth. They explore Shakespearean conventions and language, applying these techniques in practical performance work. Powerful Knowledge: Students understand that Shakespeare's plays reflect the social and historical context of their time and continue to influence modern theatre. They learn how conventions such as soliloquies and asides reveal character, emotion and dramatic tension. Key Skills: • Understanding Shakespearean Language • Characterisation • Soliloquies and Asides • Performance Skills	Assessment: Performance of Own Written Script Keywords: Playscript, Stage Directions, Structure, Dialogue, Action, Speech, Emotion, Setting. <u>Intro to Blood Brothers</u> (Approx. 3-4 Lessons) Students are introduced to Blood Brothers by Willy Russell, exploring its plot, characters, themes and social context. They develop an understanding of movement, blocking and character relationships through practical performance activities. Powerful Knowledge: Students understand how social class, context and relationships influence characters and dramatic action in Blood Brothers. They learn how movement and staging can communicate meaning and tension to an audience. Key Skills: • Characterisation • Movement and Blocking • Monologues and Duologues • Contextual Understanding • Theatrical Analysis	
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	- Constructive Feedback Assessment: Melodrama Performance Keywords: Entrance, Exit, Conflict, Status / Class, Dramatic Irony, Cliffhanger, Suspense, Hero, Villain, Damsel in Distress, Comic Relief. Diversity/Cultural Capital: - Black History Month (AUT1) - International Women's Month (SPR2)	- Theatrical Analysis - Evaluation and Constructive Feedback Assessment: <i>Romeo and Juliet</i> or <i>Macbeth</i> Performance Keywords: Monologue, Soliloquy, Iambic Pentameter, Blank Verse, Prose, Rhythm, Rhyme. Diversity/Cultural Capital: - Exploring Shakespeare's influence on theatre and literature - Studying themes, characters and playwrights from different contexts	- Evaluation and Constructive Feedback Assessment: <i>Blood Brothers</i> Performance Keywords: Greek Chorus, Unison Movement, Cannon Movement, Ensemble. Diversity/Cultural Capital: - Exploring themes, social issues and the work of Willy Russell	
YEAR	AUT1 / SPR2	AUT2 / SUM1	SPR1 / SUM2	Home Learning
7 Skills Covered	<u>Introduction to Drama / Mime</u> (Approx. 3 Lessons) Students are introduced to the foundations of Drama, including expectations, key terminology, and safe working practices. They develop an understanding of still images and mime, exploring the origins and conventions of mime theatre while using physical and vocal skills to communicate character, emotion, and meaning. Powerful Knowledge: Students understand how actors communicate meaning without words through physical expression and stagecraft. They learn that theatrical styles, such as mime, have specific conventions that	<u>Costume Design, Staging Types and Areas of the Stage</u> (Approx. 3 Lessons) Students explore how costume, staging types and stage areas communicate character, mood and meaning. They develop skills in analysing and creating costume designs, considering how design choices support performance and storytelling. Powerful Knowledge: Students understand that costume and staging choices influence how an audience	<u>Intro to Evaluating Live Theatre</u> (Approx. 6-7 Lessons) Students develop the skills needed to analyse and evaluate live theatre, focusing on acting and design elements including costume, lighting, sound, set, props and puppetry. Using extracts from <i>Peter Pan</i> (National Theatre), students learn how performance and production choices create meaning and impact for an audience. Powerful Knowledge: Students understand that theatre is created through the combined contribution of	Theory/Written work, set and to be completed weekly through Microsoft Teams. Graded; Bronze, Silver, Gold or Platinum. Based on percentage of points scored.

influence how stories and emotions are presented to an audience.

Key Skills:

- Still Images
- Mime
- Basic Physical Theatre
- Physical and Vocal Acting Skills
- Focus and Tension
- Levels and Focal Point
- Collaborative Working
- Analysis and Feedback

Assessment: Mime Performance

Keywords:

Stance, Posture, Gesture, Facial Expressions, Gait, Still Image, Levels, Transition, Control, Characterisation, Rehearsal, Audience.

Performing from a Script

(Approx. 3 Lessons)

Students explore how characters and stories are transferred from page to stage through script work. Using *Ernie's Incredible Illucinations* by Alan Ayckbourn, students develop their understanding of character, emotion, staging, and performance techniques while working collaboratively to bring a script to life.

Powerful Knowledge:

Students understand how scripts provide the framework for performance and how

interprets character, relationships and dramatic action. They learn how theatrical design elements support the communication of meaning in performance.

Assessment: Costume Design

Keywords:

Costume, Adornment, Colour, Period, Style, Material, Texture, Context, Symbolism, Condition.

Devising from a Stimulus

(Approx. 2-4 Lessons)

Students use stimuli to create original drama, applying explorative strategies and theatrical conventions. They develop ideas through still images, collaboration and performance, creating work inspired by a range of themes and theatre styles.

Powerful Knowledge:

Students understand how drama can be devised from a stimulus using structured creative processes. They learn that practitioners use theatrical conventions and collaborative techniques to develop and communicate ideas to an audience.

Assessment: Devising Performance

performers and designers, and that each element influences audience interpretation. They learn how to analyse and evaluate theatrical choices using subject-specific terminology and evidence.

Focus:

- *Peter Pan* by the National Theatre (Video and Script Extracts)

Key Skills:

- Identifying
- Understanding
- Analysing
- Evaluating
- Assessing Merit
- Critical Observation
- Collaborative Discussion

Assessment: Mini Live Theatre Evaluation (Exam-style Question)

Keywords:

Semiotic, Theme, Design, Opinion, Describe, Merit, Analyse, Evaluate, Communicate, Meaning, Effect, Costume, Prop, Lighting, Sound, Set, Puppet.

Diversity/Cultural Capital:

actors use vocal, physical, and interpretative skills to create believable characters. They learn how dramatic choices can influence audience understanding and engagement.

Key Skills:

- Script Analysis
- Character Interpretation
- Stage Positions
- Transitions
- Thought Tracking
- Physical and Vocal Acting Skills
- Collaborative Approaches
- Evaluation and Constructive Feedback

Assessment: Script Performance

Keywords:

Tone, Pitch, Pace, Projection, Volume, Diction, Inflection, Accent, Pause, Plot, Scene, Flashback, Focal Point.

Diversity/Cultural Capital:

- Black History Month (AUT1)
- International Women's Month (SPR2)

Keywords:

Devising, Narration, Aside, Slow Motion, Multi-role, Stage Presence, Freeze-Frames, Exposition, Rising Acting, Climax, Falling Action, Resolution.

Diversity/Cultural Capital:

- Christmas & Hanukkah Theme (AUT2)
- Mental Health Awareness Month Stimuli (SUM1)

- Exploring a range of characters and representation, linked to Pride Month (SUM2)