

**Curriculum Map**
**DRAMA**

		Autumn term		Spring term		Summer term	
		1	2	1	2	1	2
Year 7		<b>Introduction into Drama and Theatre Craft</b>  Building on verbal and non-verbal performance skills.  Gaining an understanding of some drama vocabulary.  Learning about Freeze Frames, Thought Tracks, mime and Improvisation.	<b>Charlie and the Chocolate Factory</b>  Gaining an understanding of characterisation.  Developing a range of rehearsal skills.  Learning to perform from a script.  Self and Peer assessment.	<b>Investigative Drama - Lisa</b>  Developing further understanding of drama techniques such as hot-seating.  Using rehearsed improvisation.  Development of self and peer assessment.  Condensing of all verbal and none verbal performance skills learnt so far this year.	<b>Introduction into Drama and Theatre Craft</b>  Building on verbal and non-verbal performance skills.  Gaining an understanding of some drama vocabulary.  Learning about Freeze Frames, Thought Tracks, mime and Improvisation.	<b>Charlie and the Chocolate Factory</b>  Gaining an understanding of characterisation.  Developing rehearsal skills.  Learning to perform from a script.  Self and Peer assessment.	<b>Investigative Drama – Lisa</b>  Developing further understanding of drama techniques such as hot-seating.  Using rehearsed improvisation.  Development of self and peer assessment.  Condensing of all verbal and none verbal performance skills learnt so far this year.
		<b>Stone Cold</b>  Learning to read and interpret a script including stage directions.  Developing drama techniques such as Monologues, duologues, breaking the fourth wall, and split staging.  Learning to write a monologue.  Developing rehearsal techniques.	<b>Stone Cold</b>  Developing characters.  Learning to rehearse and perform a monologue.  Self and peer assessment of a monologue.  Using key drama vocabulary to assess drama and write evaluations.	<b>Terrible Fate of Humpty Dumpty</b>  Develop an understanding of physical Theatre.  Develop an understanding of rehearsed improvisation to create a performance.  Self and peer assessment.	<b>Terrible Fate of Humpty Dumpty</b>  Exploring analytical skills.  Introduction to semiotics.  Developing characterisation and performance skills.	<b>Let him have it</b>  Using a historical story to devise ideas for performing.  Cross-curricular links to social, political, historical and cultural elements.  Exploration of dramatic tension and marking the moment.	<b>Devising from a stimulus</b>  Using war as a stimulus to devise drama.  Developing atmosphere and dramatic tension.  Introduction to different types of staging.  Introduction to symbolism.  Audience awareness.
Year 8							

**PEARSON BTEC TECH AWARD PERFORMING ARTS L1/L2 – DRAMA (603/0406/6)**

<b>Year 9</b>	<b>Autumn term</b>		<b>Spring term</b>		<b>Summer term</b>	
	1	2	1	2	1	2
	<p><b>Blood Brothers</b></p> <p>Develop analytical skills when reading a play.</p> <p>Understanding the Social, Political, cultural and Historical influences of a play.</p> <p>Development of how semiotics can be used during a performance.</p>	<p><b>Blood Brothers</b></p> <p>Developing characterisation and performance skills in a written and practical format.</p> <p>Exploring roles within the theatre.</p> <p>Explore genre and style.</p>	<p><b>Exploring Theatre Practitioners and Style</b></p> <p>Exploring a range of theatre practitioners including Brecht and Stanislavski and how their techniques can be used within a performance.</p> <p>Exploring styles within theatre: Naturalism and none naturalistic performances.</p>	<p><b>Exploring roles within the Theatre</b></p> <p>Development on the roles of directors, designers and performers.</p> <p>Live Theatre performance.</p> <p>Career development opportunities.</p>	<p><b>Devising Theatre</b></p> <p>Responding to a stimulus.</p> <p>Conducting research to inform devised theatre.</p> <p>Structuring a piece of drama.</p>	<p><b>Devising Theatre</b></p> <p>Creating atmosphere and tension.</p> <p>Analysing theatre.</p> <p>Rehearse edit and refine.</p> <p>Develop specific roles within theatre.</p> <p>Introduction to set texts for year 10.</p>

**WJEC – DRAMA (601/8420/6)**

<b>Year 11</b>	<p><b>Component 1 and 3.</b></p> <p>Exploring stimuli to create an original piece of theatre.</p> <p>Introduction to the portfolio.</p> <p>Exploration of theatre practitioners.</p> <p>Practical Exploration of the set text - DNA</p>	<p><b>Component 1 and 3.</b></p> <p>Live Theatre Review</p> <p>Developing performance.</p> <p>Creating and developing the portfolio.</p> <p>Component 1 performance.</p>	<p><b>Component 1, 2 and 3</b></p> <p>Component 1 evaluation.</p> <p>DNA written explorations.</p> <p>Exploring texts for component 2.</p> <p>Live Theatre Review</p>	<p><b>Component 2 and 3</b></p> <p>Live Theatre Review</p> <p>Component artistic intentions.</p> <p>Component 2 Exam</p> <p>DNA practical questions.</p>	<p><b>Component 3 – Final Examination</b></p> <p>Component 3 Examination</p>	
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