

A Year Drama Curriculum Map

	Term 1			Term 2		Term 3	
<i>Topic Title</i>	Building the Drama Toolkit	Devising from a Stimulus	Texts in Practice: 'Too Much Punch for Judy'	Physical Theatre	Texts in Practice and Devising Combination: 'Refugee Boy'	Theatre for a Changing World	Devising Project: 'What Has Happened to Lulu?'
<i>Key concept</i>	Introduction to baseline dramatic skills and concepts and expectations of the drama classroom.	Devising - how to successfully create our own performance using a stimulus as inspiration.	Scripted - how to understand, read and perform a play script.	Practitioner - Frantic Assembly and how to use physical theatre in performance.	Exploring identity and belonging through the topic of refugees to further our understanding of a play script.	Introduction to didactic and epic theatre (Brecht – key GCSE practitioner).	Devised performance, focused on dramatic structure and the order in which we reveal events to the audience.
<i>Pupils should know... (Core knowledge and concepts to learned)</i>	<p>Students will explore baseline drama techniques through exploring Shakespeare's 'All the World's A Stage.'</p> <p>Students will learn the concepts of:</p> <ul style="list-style-type: none"> • Tableau • Movement in unison • Choral speaking • Audience awareness • Monologue • Narration • Marking the moment 	<p>Students will apply baseline drama techniques through responding to a variety of stimuli.</p> <p>Students will further develop and apply the following drama concepts:</p> <ul style="list-style-type: none"> • Tableau • Movement in unison • Choral speaking • Audience awareness • Monologue • Narration • Marking the moment 	<p>Students will be exploring the text 'Too Much Punch for Judy' by Mark Wheeler.</p> <p>Students will learn the dramatic concepts of:</p> <ul style="list-style-type: none"> • Characterisation • Stage directions • Artistic intention <p>Students will also explore the non-performance concepts of:</p> <ul style="list-style-type: none"> • Alcohol safety • Dangers of drink driving 	<p>Students will have an introduction to the performance style of physical theatre. Students will also be looking at extracts from: 'Blood Brothers,' and 'The Curious Incident' and will explore how they can incorporate physical theatre into a text.</p> <p>They will learn and develop the following performance concepts:</p> <ul style="list-style-type: none"> • Round-by-through • Chair Duets • Building blocks of devising 	<p>Students will be exploring identity and belonging through class discussions and improvisation. They will use this work to influence their performance of short extracts from 'Refugee Boy.'</p> <p>Students will learn how to build on and integrate the following drama concepts:</p> <ul style="list-style-type: none"> • Improvisation • Tableau • Movement in unison • Choral speaking • Audience awareness • Monologue • Narration • Marking the moment • Characterisation • Stage directions <p>Students will also explore the non-performance concepts of:</p> <ul style="list-style-type: none"> • Identity and belonging. • Refugees 	<p>Students will have an introduction to the performance styles of didactic and epic theatre.</p> <p>Students will learn new concepts specific to didactic and epic theatre:</p> <ul style="list-style-type: none"> • Multiroling • Breaking the fourth wall • Storytelling • Gestus • Non-naturalistic theatre <p>Students will further develop skills not specific to didactic/epic theatre:</p> <ul style="list-style-type: none"> • Tableau • Narration • Choral speaking • Monologue 	<p>Students will use the poem 'What has happened to Lulu?' as a stimulus to create a devised performance through exploring a variety of different performance styles.</p> <p>Pupils should be able to demonstrate that their personal interpretation of the poem is researched and imaginative. This will be explored by:</p> <ul style="list-style-type: none"> • Discussions and research surrounding missing persons cases.
<i>Pupils should be able to do... (Skills being developed)</i>	<p>Students should be able to...</p> <ul style="list-style-type: none"> • develop their teamwork skills through group work. • apply the baseline skills to build a 'drama toolkit.' • adopt safe working practices when working in a practical performance environment. • understand the importance of productive rehearsal time. • understand the practical work output expected during drama lessons. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> • develop their own ideas. • collaborate with others. • rehearse, refine, and amend their own work in progress. • analyse and evaluate their own process of creating devised drama. • create and communicate meaning. • contribute as a performer to devised drama in a live theatre context for an audience. • develop their ability to create and communicate meaning to realise artistic intention in devised drama. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> • interpret the text and characters. • create and communicate meaning through their own performance. • realise artistic intention in text-based drama. • develop a range of vocal skills, e.g. diction, accent, pace, pause, projection, pitch, choral speaking. • develop a range of physical skills, e.g. movement, body language, posture, gesture, gait, facial expression, eye contact, audience awareness, interaction with other performers. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> • interpret texts through physical theatre. • create and communicate meaning through their performance. • evaluate the success of others' work through watching a selection of physical theatre performance extracts. • develop a range of physical skills and techniques, e.g. movement, body language, posture, gesture, gait, facial expression, eye contact, spatial awareness, interaction with other performers. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> • collaborate with others. • rehearse, refine, and amend their work in progress. • create and communicate meaning. • improvise in character through key scenarios linking to identity and belonging. • create drama that reflects an understanding of character, sub-text, character motivation and interaction, mood and atmosphere, stage directions. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> • develop their performer/audience relationship. • create drama that reflects an understanding of a clear message. • realise artistic intention in devised drama. • evaluate others' performance work, focused on the role of the audience. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> • develop their own ideas. • create and communicate meaning through considering the structure of a devised performance and its impact. • collaborate with new people/groups. • rehearse, refine, and amend their work in progress. • analyse and evaluate their own process of creating devised drama through the creation of a written devising log.

			<ul style="list-style-type: none"> develop an appropriate performer/audience relationship and ensure sustained engagement. 	<ul style="list-style-type: none"> develop an appropriate performer/audience relationship and ensure sustained engagement. adopt safe working practices when working in a practical performance environment. 	<ul style="list-style-type: none"> analyse and evaluate their own process of creating scripted drama. 		<ul style="list-style-type: none"> realise artistic intention in devised drama.
<i>Assessment and Objectives</i>	<p>Group performance of 'All the World's a Stage' incorporating the key drama concepts.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Devised group performance inspired a choice of stimulus (picture or poem) around a key theme.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.</p>	<p>Scripted group performance combining a selection of extracts from set text.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Physical theatre group performance either using a song lyric as stimulus or an extract from 'The Curious Incident', using the physical theatre concepts explored.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Scripted group performance of a key extract from 'Refugee Boy' and evaluation of their own performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others.</p>	<p>Create a short, episodic performance, using direct address, with the title: "What to do and what not to do".</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p>	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.</p>

I Year Drama Curriculum Map

	Term 1		Term 2		Term 3	
<i>Topic Title</i>	Introduction to Brecht/ Theatre Terminology	Devising from a stimulus/Live Theatre Evaluation	Devising Rehearsal/Devising Portfolio	Devising Rehearsal/Devising Portfolio	Component 1 Exam/Component 1 Coursework Completion	Set Text Study
<i>Key concept</i>	Practical Practical exploration of Brechtian theatre (Component 1 practitioner).	Practical Introduction to Component 1 stimulus and devising a Brechtian performance inspired by this.	Practical Development of Brechtian devised performance, inspired by stimulus.	Practical Development of Brechtian devised performance, inspired by stimulus.	Practical Final dress rehearsals for Component 1 devised performance and completion of performance exam (15 marks).	Practical and Written Practical study of GCSE set text. Introduction to Section A exam-style questions on set text.
	Written Introduction to theatre terminology required for Component 3 (written paper).	Written Live theatre evaluation following class theatre trip.	Written Students to begin working on Section 1 of their devising portfolio. Revision of theatre terminology in order to apply this to devising portfolio.	Written Students to have completed sections 1-3 of their first draft of their devising portfolio.	Written Preparation/completion of performance evaluation completed 2 weeks after the performance exam in controlled assessment conditions (15 marks). Submission of final devising portfolio (30 marks). Component 1 (40% of overall GCSE) complete.	
<i>Pupils should know... (Core knowledge and concepts to learned)</i>	Students will learn how to use, identify and build on their knowledge of Brecht's Epic theatre such as: <ul style="list-style-type: none"> • Alienation effect • Direct address • Narration • Multi-roling • Ensemble • Gestus • Music/song • Placards • Speaking stage directions • Breaking the fourth wall • Episodic structure 	Students will explore a stimulus set by Eduqas through considering: <ul style="list-style-type: none"> • Themes • Character ideas • Plot ideas • Form and style • Language/dialogue 	Students will develop their devised performance through considering: <ul style="list-style-type: none"> • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character. 	Students will continue to develop the skills in relation to devising and Brecht.	Students will understand the concepts of: <ul style="list-style-type: none"> • tech rehearsal and its purpose • dress rehearsal and its purpose 	Through a practical study of the set text, students will develop their knowledge of: <ul style="list-style-type: none"> • genre • structure • characters (including interpretation and function) • form and style • language/dialogue • stage directions • the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created
	Students will develop their understanding of key theatre terminology such as <ul style="list-style-type: none"> • Staging types – proscenium arch, end on, thrust, in the round, traverse • Proxemics • Vocal and physical characterisation • Rehearsal techniques 	Through watching and evaluating live theatre, students should develop their knowledge of: <ul style="list-style-type: none"> • acting: interpretation of character, character interaction, vocal skills, movement skills • design: creation of mood and atmosphere, use of performance space, lighting, sound, set and props, costume and make-up • directing: interpretation and style, performance conventions, spatial relationships, relationship between performer and audience • reaction and response: individual and audience. 	Students will understand: <ul style="list-style-type: none"> • Their chosen topic/themes for their devising performance through wider research • How to utilise a rehearsal diary effectively • How to structure their devising portfolio successfully 	Students will understand: <ul style="list-style-type: none"> • Brecht's Epic Theatre and how this has been applied to their performance • How to utilise a rehearsal diary effectively • How to track their performance's development throughout the rehearsal process 	Students will understand: <ul style="list-style-type: none"> • Their performance aims and objectives • How to evaluate their own performance in light of this 	

<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Students should be able to...</p> <ul style="list-style-type: none"> develop their teamwork skills through group work. Apply Brechtian concepts to their practical work. develop their ability to create and communicate meaning to realise artistic intention in devised drama. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> research and develop ideas using the techniques or characteristics of Brecht. rehearse, amending and refine their work in progress. Complete a rehearsal diary of their devising process to aid the writing of their portfolio. Analyse the performance and/or design elements of a live theatre performance. Evaluate the performance and/or design elements of a live theatre performance. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> develop ideas using the techniques or characteristics of Brecht. rehearse, amending and refine their work in progress. Complete a rehearsal diary of their devising process to aid the writing of their portfolio. Analyse how ideas have been researched, created and developed in response to the chosen stimulus. contribute as a performer or designer to devised drama in a live theatre context for an audience. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> contribute as a performer or designer to devised drama in a live theatre context for an audience. rehearse, amend and refine their work to produce a finished performance. Analyse how ideas from the chosen practitioner/genre have been incorporated in their performance to communicate meaning Reflect on how ideas have been developed, amended and refined during the development of the devised piece. 	<p>Students should be able to...</p> <ul style="list-style-type: none"> contribute as a performer or designer to devised drama in a live theatre context for an audience. analyse and evaluate their interpretation of character/role analyse and evaluate how either their performance contributed to the effectiveness of the final performance analyse and evaluate their individual contribution to the final performance, including how effectively they fulfilled their initial aims and objectives (referring back to stimulus and practitioner/genre). 	<p>Students should be able to...</p> <ul style="list-style-type: none"> practically perform extracts from the set text to aid their written work demonstrate their interpretation of characters as actors in relation to the play's context demonstrate how they would perform, direct or design extracts from the play answer exam style questions in relation to the set text
<p><i>Assessment and Objectives</i></p>	<p>Group Performance: Brechtian retelling of a fairytale</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Performance of 2-3 scenes inspired by stimulus.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p>	<p>Performance of 5 minute section of Brechtian devised performance and submission of section 1 of the devising portfolio.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Mock exam: Full devised performance</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Final devising performance exam and submission of written coursework and evaluation.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p>	<p>Mock Section A from written paper on an extract from the set text.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>

E Year Drama Curriculum Map

	Term 1		Term 2		Term 3
<i>Topic Title</i>	Theatre Styles/Set Text	Scripted Performance/Live Theatre Evaluation	Scripted Performance	Component 2 Exam/Written Paper Revision	Written Paper Revision – Component 3 Exam
<i>Key concept</i>	Practical Practical exploration of naturalistic and non-naturalistic theatre styles.	Practical Introduction to text that students will perform for their scripted performance. Students will be given 2 extracts to perform from this text.	Practical Development of both extracts for scripted performance.	Practical Dress rehearsal and performance of both extracts for scripted performance (Component 2, worth 20% of GCSE)	Written Revision of written paper in preparation for the component 3 final written exam (worth 40% of GCSE).
	Written Revision of key terminology. Continuation of study of set text from the summer term. Preparation for theatre trip and revision of live theatre evaluation.	Written Live theatre evaluation following class theatre trip. Revision of set text in preparation for December mock.		Written Revision of written paper in preparation for March mock.	
<i>Pupils should know... (Core knowledge and concepts to learned)</i>	Students will learn: <ul style="list-style-type: none"> • Concepts of naturalistic theatre (Stanislawski) such as: <ul style="list-style-type: none"> ○ The Magic If ○ Units and objectives ○ Given circumstances ○ Subtext • Revision of concepts of non-naturalistic theatre (Brecht) 	Students will explore their scripted performance text and develop the concepts of: <ul style="list-style-type: none"> • Plot • Characterisation • Stage directions • Artistic intention 	Students will develop their knowledge of their scripted performance extracts and build on the concepts.	Students will develop their understanding of tech and dress rehearsals to ensure a polished final performance.	Students will revise: <ul style="list-style-type: none"> • Key theatre terminology • Set text (Section A) • Live theatre evaluation (Section B)
	Students will revise key theatre terminology such as: <ul style="list-style-type: none"> • Staging types, proxemics, vocal and physical characterisation, rehearsal techniques Students will revise the set text's: <ul style="list-style-type: none"> • characters • the social, historical and cultural context • design: lighting, sound, set (including props) and costume, hair and make-up • actor's vocal and physical interpretation of character. 	Through watching and evaluating live theatre, students should revise their knowledge of: <ul style="list-style-type: none"> • acting • design • directing: • reaction and response: individual and audience. Students will also develop their knowledge of: <ul style="list-style-type: none"> • Section A past paper questions • Section B questions 		Students will revise: <ul style="list-style-type: none"> • Key theatre terminology • Set text (Section A) • Live theatre evaluation (Section B) 	
<i>Pupils should be able to do... (Skills being developed)</i>	Students should be able to... <ul style="list-style-type: none"> • interpret a variety of texts and characters for performance • create and communicate meaning through their own performance. • develop a range of vocal skills, e.g. diction, accent, pace, pause, projection, pitch, choral speaking. • develop a range of physical skills, e.g. movement, body language, posture, gesture, gait, facial expression, eye contact, audience awareness, interaction with other performers. 	Students should be able to... <ul style="list-style-type: none"> • interpret the text and characters for performance • rehearse, amending and refine their work in progress. • create and communicate meaning through their own performance. • realise artistic intention in text-based drama. • Continue to develop a range of vocal skills • Continue to develop a range of physical skills 	Students should be able to... <ul style="list-style-type: none"> • rehearse, amending and refine their work in progress. • Identify their artistic intentions for both extracts of text in their performance • communicate meaning through their own performance. • Refine their choice of vocal skills • Refine their choice of physical skills • Establish an appropriate performer/audience relationship and ensure sustained engagement. 	Students should be able to... <ul style="list-style-type: none"> • apply performing or design skills to realise artistic intentions in live performance • interpret their chosen text • contribute as an individual to the final live performance 	Students should be able to... <ul style="list-style-type: none"> • answer all questions in Section A and B of the written paper

	<ul style="list-style-type: none"> develop an appropriate performer/audience relationship and ensure sustained engagement. 	<ul style="list-style-type: none"> develop an appropriate performer/audience relationship and ensure sustained engagement. 			
<i>Assessment and Objectives</i>	<p>Solo Performance: Monologue</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Practice questions for the full written exam will be completed and assessed during this half term.</p>	<p>Mock Exam: Full Written Paper</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>	<p>Mock Performance Exam: Scripted Performance</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Final Exam: Scripted Performance</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Mock Exam: Full Written Paper</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>	<p>Final Written Exam</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>