

Curriculum Map-

Below is a curriculum map, showing what is taught at each stage of the year.

	Unit One	Unit Two	Unit Three
Year 7	<p><u>Introduction to Drama: Physical and Vocal Skills</u></p> <p>Students will arrive at secondary school with mixed experiences of drama and performance from their primary settings. Through Unit One they will all have a chance to begin developing the ability to work collaboratively with others, as well as the confidence to share their work in front of an audience.</p> <p>Students will develop basic physical and vocal performance skills, demonstrating these through practical tasks.</p> <p>They will begin sharing work in front of an audience and will offer verbal feedback on the work of others.</p> <p>Students will be introduced to the roles of theatre makers and begin learning simple technical vocabulary associated with these roles. This basic knowledge will be built upon further in Unit Three.</p>	<p><u>Introduction to Drama: Performance Styles</u></p> <p>Through the theme of ghost stories, students will learn the difference between naturalistic and non-naturalistic performance styles, and be able to identify examples of both. They will be introduced to the concept of physical theatre and narration. These simple performance techniques will become devising building blocks in year 8.</p> <p>Assessment: Performance of devised work based on a stimulus. KIP assessment.</p>	<p><u>Introduction to Drama: Script work/Theatre in Context:</u></p> <p>Students will complete both written and practical work on the <i>Pyramus and Thisbe</i> section from <i>A Midsummer Night's Dream</i>. They will apply both physical and vocal skills they learnt in Unit 1, as well as devising techniques for their performance which they developed in Unit 2.</p> <p>Students also will gain an understanding of the historical context of Elizabethan Theatre. This will build on their prior knowledge of Theatre Makers from Unit One.</p> <p>Assessment: Performance of <i>Pyramus and Thisbe</i>. KIP assessment.</p>

	<p>Assessment: Demonstration of physical and vocal skills. KIP assessment.</p> <p>Unit One Yr7: HCR</p>		
Year 8 Crime	<p>Devised Performance Work:</p> <p>Students will explore the theme of crime through devised work, building on performance techniques learnt in year 7. Students will be introduced to the work of non-naturalistic drama practitioner Bertolt Brecht and learn how to apply various Brechtian techniques to their work including breaking the fourth wall and third person narration.</p> <p>Assessment: Performance of devised work based on a crime report. KIP assessment.</p> <p>Unit One Yr8: HCR</p>	<p>Unit Two Yr7: HCR</p> <p>Script work:</p> <p>Students will continue to work on the theme of crime, completing both written and practical work on extracts from the Sherlock Holmes play <i>The Speckled Band</i>. To contrast with their prior knowledge of Brecht, the students will be introduced to the naturalistic theatre practitioner Stanislavski. They will develop an understanding of how his use of techniques such as the 'magic if' and hot seating can be used by an actor to help develop effective characters from a script.</p> <p>Assessment: Performance of <i>The Speckled Band</i>. KIP assessment.</p> <p>Unit Two Yr8: HCR</p>	<p>Unit Three Yr7: HCR</p> <p>Theatre makers/Theatre in Context:</p> <p>For Unit three the focus will change from the development of practical skills to the work of theatre makers and developing an understanding of theatre in context. This knowledge will feed into the students' prior understanding of theatre history, developed in year 7, and allow them to discover the origins of staged performance.</p> <p>Students will develop their knowledge of costume and set while learning about ancient Greek theatre. They will learn about the original performance conditions of famous Greek comedies and consider how they could be adapted for a modern audience using modern costume and set design ideas.</p> <p>Assessment: Performance of Greek theatre. KIP assessment.</p> <p>Unit Three Yr8: HCR</p>
Year 9 Protest	<p>Devised Performance work:</p>	<p>Script work:</p>	<p>Theatre makers/Theatre in Context:</p>

	<p>Students will explore the theme of protest through devised work, building on performance techniques and practitioner knowledge learnt in years 7 and 8. Students will be inspired to create work by looking at some of the most important groups of protesters in history, from the suffragettes to the Justice4Grenfell group. They will develop an understanding of the power of political theatre. The ability to create devised work as part of a group is a required skill for GCSE Component 1.</p> <p>Assessment: Performance of devised piece based on politician script. KIP assessment.</p> <p>Unit One Yr9: HCR</p>	<p>In preparation for GCSE Component 2, students will complete both written and practical work on extracts from a suitable play for their class, possible options include: <i>Face by Benjamin Zephaniah</i>, <i>Lord of the Flies by William Golding</i> or <i>I Love You Mum, Promise I Won't Die by Mark Wheeler</i>. Students will perform an extract as a group, developing the skills to learn lines and perform formally in front of an audience, which are key elements of the GCSE course.</p> <p>Assessment: Performance of chosen script. KIP assessment.</p> <p>Unit Two Yr9: HCR</p>	<p>Using a digital online platform, students will watch a modern theatre performance. Using this example for reference, they will learn key vocabulary linked to sound and lighting design. This technical vocabulary is relevant to the GCSE course for Component 3.</p> <p>Assessment: Written live theatre response. KIP assessment.</p> <p>Unit Three Yr9: HCR</p>
<p>Year 10</p>	<p><u>Introduction to Component 1:</u></p> <p>Students will begin developing the skills to complete the first component of their Edexcel GCSE drama course. Component 1 is worth 40% of the final GCSE grade and consists of a group performance of a devised piece and a 2000 word portfolio. Students will complete this component at the end of year 10, allowing both their practical and written skills to develop to GCSE standard throughout the first two thirds of the year.</p>	<p><u>Introduction to Component. 3: The Crucible</u></p> <p>Students will complete their first read through of <i>The Crucible</i> in preparation for Component 3. Component 3 is the written exam and worth 40% of the final GCSE grade.</p> <p>Students will study <i>The Crucible</i> through practical exercises, developing an understanding of the context, plot and characters. They will be challenged with line learning exercises to prepare for Component 2.</p>	<p><u>Completion of Component 1:</u></p> <p>Students will complete Component 1, and therefore 40% of their GCSE course.</p> <p>They will be organised into appropriate groups and provided with a variety of stimuli to create work from. Performances will be developed over a period of 10 lessons, and the final performances will be filmed.</p> <p>Students will also produce a 2000 word written portfolio which documents the</p>

	<p>Students will explore the theme of running away, through various stimuli including newspaper articles, images and script extracts. They will further develop their knowledge of practitioners and theatre companies such as Frantic Assembly, Artuad and Uta Hagen. Students will develop their writing skills by documenting their lessons in the style of the Comp. 1 portfolio.</p> <p>Assessment: Performance of devised pieces based on a stimuli. KIP assessment.</p> <p>Unit One Yr10: HCR</p>	<p>Students will also be introduced to exam style questions.</p> <p>Students will return to <i>The Crucible</i> at the start of Yr11.</p> <p>Assessment: Performance of <i>The Crucible</i>. Exam style questions. KIP assessment.</p> <p>Unit Two Yr10: HCR</p>	<p>development, rehearsal and performance of their final pieces.</p> <p>Assessment: Performance of Comp. 1 devised piece and written portfolio. KIP assessment.</p> <p>Unit Three Yr10: HCR</p>
<p>Year 11</p>	<p><u>Further Study for Component 3: The Crucible</u></p> <p>Students will return to the study of their exam text, with an increased focus on the work of theatre makers. We will watch the Digital Theatre production of <i>The Crucible</i> for design inspiration, and create our own design concepts for the different acts of the play.</p> <p>Students will begin developing the ability to answer the design focused exam questions in preparation for the mock exam.</p> <p>Assessment: Mock exam questions. KIP assessment.</p>	<p><u>Completion of Component 2:</u></p> <p>Students will complete Component 2, the performance exam, which is worth 20% of their final GCSE grade. They will perform two extracts from a modern play, either a group performance, a monologue or a duologue.</p> <p>Students will select and prepare their Component 2 exam pieces. This will involve learning the lines and developing effective characterisation through physical and vocal skills. The exam will take place in March/April and be marked by a visiting examiner.</p>	<p><u>Revision for Component 3:</u></p> <p>Students will prepare for the written exam by revising <i>The Crucible</i> and using practice exam questions.</p> <p>They will also prepare their 500 word notes to support the Live Theatre Review section of the paper.</p>

	<p>No current Yr11</p>	<p>Students will also see a professional theatre production in preparation for their Live Theatre Review.</p> <p>Assessment: Performance of Comp. 2 pieces. KIP assessment. No current Yr11</p>	<p>No current Yr11</p>
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