

Drama Long-Term Curriculum Map

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to Drama	Greek Theatre	Scripted: The Grimm Tales	Devised: The Grimm Tales	A Midsummer Night's Dream	Matilda the Musical
Students will learn key Drama skills, focusing on their use of space, voice, movement, characterisation and improvisation. They will develop trust and collaborative skills.	This unit explores the origin of theatre and the traditions behind it. Students explore their newly developed skills through the genres of comedy and tragedy and through the use of the chorus in performance.	Students will study the <i>Collected Grimm Tales</i> by Carol Ann Duffy and Tim Supple. They will explore the various plays, making observations on the particular ways in which they differ from the traditional version. Students will develop their understanding of the conventions of script work and the possibilities for performance.	Inspired by the <i>Collected Grimm Tales</i> , students will develop their devising skills in order to create their own interpretations of a chosen fairy tale in performance.	Students will study Shakespeare's <i>A Midsummer Night's Dream</i> . They will explore the possibilities of the play in performance while developing their performance skills and their understanding of designing set and costume for theatre.	Students will be exploring their understanding of the genre of musical theatre through Tim Minchin's adaptation of Matilda. They will work in small groups to choreograph and perform sections of the song 'Revolting Children'. These will be used to create a whole class performance.
Assessment: A group performance created through devising from a given scenario.	Assessment: Group assessment through an adaptation of the Greek	Assessment: Scripted group performance	Assessment: Group devised performance	Assessment: A performance of a scripted piece in the form of a monologue, duologue or group performance	Assessment: Whole class performance involving choreography, singing and characterisation.

	<p><i>Myth King Midas and his Golden Touch which can be performed in the style of comedy or tragedy.</i></p>				
<p>Builds upon: An understanding of basic performance skills.</p> <p>Focusing on the use of vocal and physical skills through creating characters. Introduction of basic dramatic techniques to underpin meaning in performance.</p>	<p>Builds upon: An understanding of basic performance skills and how they can be applied to achieve a desired effect.</p> <p>An understanding that exaggeration makes the story being told clearer.</p> <p>Focusing on the characteristics</p>	<p>Builds upon: A basic understanding of Grimm’s fairy tales.</p> <p>Knowledge of basic dramatic skills to develop established characters.</p> <p>An understanding of genre and its use to create effect.</p>	<p>Builds upon: An understanding of basic devising skills using a known stimulus, focusing on exploring the possibility of ideas using a given stimulus.</p>	<p>Builds upon: Language students may have been exposed to in KS2 and/or their experience of English at KS3.</p> <p>An understanding of Shakespeare from a performance perspective, focusing on the use of language in performance and the effects it can create.</p>	<p>Builds upon: An understanding of musical theatre as a genre.</p> <p>Exploring the development of literature into musicals.</p> <p>Focusing on the use of movement and exaggeration to suit the style of performance.</p>

	of different genres.				
Introduces: <ul style="list-style-type: none"> Vocal skills Physical skills Characterisation Plot and storyline creation Still image as a powerful way to mark the moment and reveal key information about a character or scenario 	Introduces: <ul style="list-style-type: none"> Historical knowledge Genre Freeze Frames Marking the moment Direct Address Choral movement and speech 	Introduces: <ul style="list-style-type: none"> Script work Genre Hot seating More in depth characterisation 	Introduces: <ul style="list-style-type: none"> Exploring and devising from a stimulus 	Introduces: <ul style="list-style-type: none"> Shakespearian language More complex script work Monologues 	Introduces: <ul style="list-style-type: none"> Musical theatre as a genre Movement Choreography

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The strange and unusual	Commedia Dell'Arte	Homelessness	Macbeth	Macbeth	Physical Theatre
Students will be exploring stimuli based around the idea of mystery and intrigue. They will use their theatrical	Students will be learning about the style of <i>Commedia dell' arte</i> , developing understanding of this as an example of a very particular theatrical style.	Students will explore the emotion of empathy by studying aspects of Stone Cold - a story about a young	Students will explore the tragedy Macbeth through exploration of the themes and	Students will look at specific sections of the play and will work on preparing performance pieces.	Students will be developing their performance skills based around the concept of physical theatre. They will

<p>knowledge and skills to devise short performances and explore the possibilities of unscripted performances.</p>		<p>man who is classed as homeless. They will use a variety of stimuli to devise their own pieces based around creating understanding and empathy for those who are displaced in society.</p>	<p>concepts that run throughout the play. Students will develop their own pieces of theatre to communicate their understanding of these themes and concepts.</p>	<p>Students will be required to learn lines for a monologue, duologue or group piece.</p>	<p>explore how movement can be used in performance to communicate meaning through the techniques adapted by physical theatre practitioners such as Frantic Assembly. Students will explore how they can use their bodies to create objects/props.</p>
<p>Assessment: A group performance created through devising from a given scenario/concept.</p>	<p>Assessment: A group performance created through devising from a given scenario.</p>	<p>Assessment: A performance of a scripted duologue from <i>Stone Cold</i> by Robert Swindells. And/or a devised piece based on the characters in the story.</p>	<p>Assessment: A group performance created through devising from a given scenario.</p>	<p>Assessment: Performance of a scripted piece in the form of a monologue, duologue or group performance.</p>	<p>Assessment: A piece of original movement created in pairs/ small groups.</p>
<p>Builds upon:</p> <ul style="list-style-type: none"> • Skills for devising • Creation of characters • Creation of original plot • Ability to incorporate dramatic 	<p>Builds upon:</p> <ul style="list-style-type: none"> • The use of mime, movement and exaggeration in performance • Understanding of comedy as a genre that requires a particular acting style to be able to 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Developing empathy for others through exploration of scenarios • The use of thought tracking and monologues to 	<p>Builds upon</p> <ul style="list-style-type: none"> • Skills for devising • Creation of characters • Creation of original plot • Ability to incorporate dramatic 	<p>Builds upon:</p> <ul style="list-style-type: none"> • An understanding of Shakespeare from a performance perspective. • Supports cross- 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Use of movement in performance to create or enhance a story. <ul style="list-style-type: none"> • Focused use of physical skills, allowing students to

techniques to create effect.	deliver it.	create an emotional connection with a character	techniques to create effect.	curricular learning within English. <ul style="list-style-type: none"> Focusing on the use of language in performance and the effects it can create. 	contemplate how they are used to create meaning.
Introduces: <ul style="list-style-type: none"> The creation of original characters - students are encouraged to use their imaginations and creativity to a greater extent due to the scenarios being more open to interpretation. 	Introduces: <ul style="list-style-type: none"> Slapstick comedy Stock characters The use of music as a medium to enhance the delivery of the story being conveyed to the audience. The importance of timing and pace 	Introduces: <ul style="list-style-type: none"> Links between devised work and scripted work to create performances that tackle real life scenarios. Using real life stories as a stimulus. 	Introduces: <ul style="list-style-type: none"> The creation of original characters and plot based around a stimulus. 	Introduces: <ul style="list-style-type: none"> A focus around modernisation of texts- making them current without changing the playwright's intentions. 	Introduces: <ul style="list-style-type: none"> The use of practitioners - Frantic Assembly- to show students how this form translates into modern & contemporary performance.

Year 9

Autumn 1&2	Spring 1	Spring 2	Summer 1	Summer 2
Noughts & Crosses by Malorie Blackman	Brecht	The Riots	From Page to Stage/Screen Pt1: Writing scripts	From Page to Stage/Screen Pt2: The realisation
Students will be studying Noughts & Crosses by Malorie Blackman. They will be using drama to investigate the narrative and themes of the play, while developing a variety of drama skills and exploring the possibilities of the play in performance. Towards the end of this exploration students will create their own piece of drama based around the themes of the play.	Students will develop their devising skills through exploring given scenarios and linking them to the ideas used by theatre practitioner Bertolt Brecht. Exploring his use of techniques to create performances to challenge the thoughts and views of their audiences. They will develop an understanding of Epic theatre (non-naturalistic) in contrast to naturalism.	Students will continue to devise through exploration of <i>The Riots</i> by Gillian Slovo. Here they will explore the form of Verbatim theatre, focusing their explorations on the real stories of those involved in the 2011 London riots.	Students will work in groups to create original scripts. They will be challenged to create their own concepts and write their own short plays. Students will learn about different camera angles and what they could help communicate to the audience. Students will be filming their plays in Summer 2.	Students will work on creating short movies of their original scripted pieces. They will think about setting, props and scenery. Students will film individual scenes and then edit them to create short movies.

Assessment: 1.Performance of a scripted duologue or group piece. 2. Performance of an original piece of drama based around the themes of the play.	Assessment: Performance of a devised group piece in a Brechtarian style.	Assessment: Performance of a devised monologue, duologue or group piece.	Assessment: Performance of scripted piece on stage.	Assessment: Screening of their edited movie.
Builds upon: <ul style="list-style-type: none"> • Use of script for performance. • The development of convincing characters using physical and vocal skills • Focusing on the use of staging to create effect. 	Builds upon: <ul style="list-style-type: none"> • The use of a stimulus to inform and inspire creativity. 	Builds upon: <ul style="list-style-type: none"> • Understanding that current events can be explored through devising. 	Builds upon: <ul style="list-style-type: none"> • Knowledge of how scripts are formed and created. • Creating plots. • Creating characters. 	Builds upon: <ul style="list-style-type: none"> • Audience awareness when acting for screen. • Effective use of body language and vocal skills to communicate a character on screen.
Introduces: Exploration of text and characters-linking to C1(<i>Understanding Drama</i>) and C3 (<i>Texts in Practice</i>) of the GCSE specification.	Introduces: The use of emotional disconnection of the audience to develop wider understanding of a topical issue. The use of a practitioner’s techniques to inform the style of a piece	Introduces: The use of an innovative theatrical style to devise a piece of performance around. A focus on current and historical events to create meaningful performances-linking to C2 of the GCSE specification.	Introduces: The key characteristics of creating original play scripts that would translate to the stage and screen.) (Linking to C2 of the GCSE specification.)	Introduces: Working in groups on a project that requires students to think about location, camera angles, props, costume. Working in groups on a project that requires students to think about linking multiple scenes to make a short movie.

	<p>of performance.</p> <p>Particular focus on the intentions behind a piece - what is it meant to achieve for the audience?</p> <p>All linking to C2 (<i>Devising Drama</i>) of the GCSE specification.</p>			<p>linking to C2(<i>Understanding Drama</i>) and C3 (<i>Texts in Practice</i>) of the GCSE specification.</p>
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Year 10 GCSE Drama

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploring Drama	Component One: Understanding Drama	Component Two: Devising Drama Exploration	Component Three: Texts in Practice Exploration	Component One: Revision and PPE preparation	Component Two: Devising Drama launch
Through their practical exploration, students will learn how to create different genres of drama. Students will explore a range of stimuli in small	Students will study and undertake focused, practical exploration of the set text. Students will learn how to respond to this section of the written exam. Students will also be taken to see/ watch online some	Students will explore the roles of a performer and a theatre designer through practical exploration. They will be expected to complete coursework that also documents their devising	Students will prepare and perform two extracts from a chosen text. This can be in the form of monologues, duologues or group pieces. Students can be assessed as performers or designers.	Students are to return to their exploration of the written exam in preparation for the year 10 PPE period. Students will recap exam skills on three sections	Students will complete a series of activities based around the devising process and exploration of stimuli. This will be their preparation for their C2 exam which will begin in Autumn

groups and will create a piece inspired by it. Students will also explore the roles and responsibilities of theatre makers and begin their exploration of the set text for their component one exam.	professional performances and will learn how to analyse and evaluate live theatre from a performer's and a director's point of view. This will be in preparation for the third and final section of the written exam.	process.	This is a mock in preparation for the completion of the official C3 next year. For this mock they will be internally assessed as opposed to externally like they will be in year 11.	of the written exam.	1.
Assessment: Group and paired performances assessed by the teacher. Peer assessment also. Essay (exam) questions on rights and responsibilities and the set text.	Assessment: Regular use of written exam questions based around the requirements of the C1 exam.	Assessment: Internally examined devised performance piece. Accompanied with three sections of coursework exploring and analysing the process.	Assessment: Mock internally examined performance of a scripted piece	Assessment: Component one: Understanding Drama mock paper.	Assessment: Internally examined devised performance piece.
Builds on: Basic Drama knowledge from KS3. Introduction to the written element of	Builds on: The understanding of the set text- Blood Brothers by Willy Russell. Using physical and vocal skills effectively to create a	Builds upon: The process of exploring and using a set stimulus for creative purpose. Consideration of	Builds upon: Knowledge of working with scripted work successfully. Continuous exploration of an	Builds upon: Writing skills for the written exam Knowledge and exploration of the set text- Blood	Builds upon: The process of exploring and using a set stimulus for creative purpose. Consideration of

the exam.	believable character.	intentions behind performance pieces. Creative collaboration with others to achieve success.	established character using physical and vocal skills.	Brothers. Understanding of linking physical and vocal skills to how they are written about. Understanding of how to analyse and evaluate live theatre- section C of C1 exam.	intentions behind performance pieces. Creative collaboration with others to achieve success
<p>Introduces: C2 practical exam: Devising Drama from a stimulus.</p> <p>C1 Written paper - Sections A & B: Writing skills for the written exam. Knowledge and exploration of the set text- Blood Brothers. Understanding of linking physical and vocal skills to how they are written about, analysed and evaluated.</p>	<p>Introduces: C1 Written paper - Sections B & C: Writing skills for the written exam. Knowledge and exploration of the set text- Blood Brothers. Understanding of linking physical and vocal skills to how they are written about. Understanding of how to analyse and evaluate live theatre- section C of C1 exam.</p>	<p>Introduces: The element of written coursework alongside the practical work. Understanding of the purpose of this coursework and advice on how to structure it to successfully reach each element of the mark scheme.</p>	<p>Introduces: Wider exploration of a character's purpose in a piece and the playwright's intention for them in relation to the plot.</p>	<p>Introduces: Deeper understanding of the mark scheme for the written exam. An opportunity for analysis of answers and ways to improve on them for future exam practice.</p>	<p>Introduces: An understanding of why research into chosen stimuli and ideas given from it are important to the process of creating a performance piece.</p>

Year 11 GCSE Drama

Autumn Term	Spring term	Summer Term 1
Component Two: Devising Drama	Component Three Texts in Practice Component One: Understanding Drama	Component One: Understanding Drama
<p>Students will explore a range of stimuli as part of a smaller group and will create an exam piece. Students will explore the roles of a performer and a theatre designer through this process.</p> <p>They will be expected to complete coursework that also documents their devising process.</p>	<p>Students will prepare and perform two extracts from a chosen text. This can be in the form of monologues, duologues or group pieces. Students can be assessed as performers or designers.</p> <p>Students will also begin to re-focus on the skills and knowledge required for their upcoming PPE on the C1 written exam.</p> <p>Students will re-visit the set text, live theatre performance and exam style questions.</p>	<p>Students will revisit all 3 sections of the C1 written exam, ensuring that they have the knowledge and tools needed to be successful in their exam.</p>
<p>Assessment: Internally examined devised performance piece. This will be moderated by AQA.</p> <p>Devising log: Consisting of three sections of coursework that explores and analyses the</p>	<p>Assessment: C3- Externally examined performance of two scripted pieces from the same play.</p> <p>C1- PPE exam.</p>	<p>Assessment: Mock exam questions during lessons.</p> <p>C1 paper: Public Examination</p>

process. This will be marked internally and will be moderated by AQA.		
Builds upon: <ul style="list-style-type: none"> Entire understanding of component two to date. 	Builds upon: <ul style="list-style-type: none"> Entire GCSE Drama course to date. 	Builds upon: <ul style="list-style-type: none"> Entire GCSE Drama course to date.

Introduces: Deeper understanding of the mark scheme for the C2 practical exam and the mark scheme for the Devising log(coursework element.)	Introduces: Deeper understanding of the mark scheme for the C3 practical exam. Deeper understanding of the mark scheme for Sections A, B & C of the C1 written exam.	
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Year 12 A Level Drama & Theatre Studies

Autumn Term	Spring Term	Summer Term
Component One: Drama and Theatre Component Two: Creating original Drama Component Three: Making Theatre	Component One: Drama and Theatre Component Three: Making Theatre	Component Two: Creating original Drama Component One: Drama and Theatre
Students will explore elements of all three components that make up the Drama & Theatre A level. C1: They will begin their in-depth study of set text 1 (Section A) which involves practical exploration.	C1: Students will begin their in-depth study of set text 2 (Section B) which involves practical exploration. C1: Section C - Students will have watched at least two pieces of professional theatre by this point. They will develop their analytical and evaluative skills through the focused study of these pieces. Students will be required to answer essay questions on either acting or design.	Students will explore their creativity by working with various stimuli to create (short) original pieces of Drama. This is in preparation for Autumn 1 in Year 13 where

<p>Students will develop their understanding of different practitioner's work and experiment with their methods to create drama that is diverse in nature.</p> <p>C2: Students will build and nurture the group dynamic through their experimentation of working with different stimuli and through the study of different practitioners.</p> <p>C3: Students will think about their approach to script work and will discover their own interpretations of certain characters and scenarios.</p>	<p>C3: Students will work on developing their interpretation of a published text and will work on creating a professional-standard performance. Students will be required to write a reflective report on the creative process.</p> <p>Students will develop their understanding of different practitioner's work and apply one to their textual exploration.</p>	<p>they will work on their actual C2 exam pieces.</p> <p>Students will revisit the entire C1 written exam (both set texts and live theatre performance.)</p>
<p>Assessment:</p> <p>C1: Essay (exam) questions on the set text.</p> <p>C2 & C3: Internally assessed performances. Self and peer assessment.</p>	<p>Assessment:</p> <p>C1: Essays (exam) questions on the set text and Live Theatre.</p> <p>C3: Internally assessed performances. Self and peer assessment.</p> <p>C3: Reflective Report (Coursework that documents the process.)</p>	<p>Assessment:</p> <p>C2: Internally assessed performances. Self and peer assessment.</p> <p>Mock exam questions during lessons.</p>
<p>Builds upon:</p> <ul style="list-style-type: none"> • Entire understanding of GCSE Drama. • Understanding of how to structure an exam question (writing from a director's 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Understanding of how to structure an exam question (writing from a director's point of view.) • Experience of interpreting and responding to live theatre. • Knowledge of how to approach a play-text and develop convincing and believable 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Entire A Level Drama course to date.

point of view.) <ul style="list-style-type: none"> • Experience of interpreting and responding to stimuli. • Knowledge of how to approach a play-text and develop characterisation. 	characters	
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Introduces: Different practitioner’s work and how they translate to the stage. Writing skills for the written exam. Knowledge and exploration of the set text. Understanding of how to analyse and evaluate live theatre- section C of C1 exam.	Introduces: The element of written coursework alongside the practical work. Understanding of the purpose of this coursework and advice on how to structure it to successfully reach each element of the mark scheme. Wider exploration of a character’s purpose in a piece and the playwright’s intention for them in relation to the plot.	Introduces: Deeper understanding of the mark scheme for the written exam. An opportunity for analysis of answers and ways to improve on them for future exam practice. An understanding of why research into chosen stimuli and ideas given from it are important to the process of creating a performance piece.	
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Year 13 A Level Drama & Theatre Studies

Autumn Term	Spring Term	Summer Term
Component One: Drama and Theatre Component Two: Creating original Drama (Devised)	Component One: Drama and Theatre Component Three: Making Theatre	Component Two: Creating original Drama Component One: Drama and Theatre
C2: Students will work on creating their final devised exam piece as a group. They will choose their own stimuli and apply the methods of	C3: Students will study 3 different playtexts and will work on practical exploration of one extract from each. C3: Students will work on developing their interpretation of ONE of the 3 texts and will work on creating a professional-	C1: Students will revisit the entire C1 written exam (re-visiting both set texts and live theatre performance.)

<p>one practitioner to their work. C2: Students will write a Working Notebook (coursework) to document their creative process. C1: Students will revisit set text 2.</p>	<p>standard performance.</p>	<p>C1: They will practise writing exam style questions, ensuring that they reflect upon and respond in detail to feedback given to prepare thoroughly for the written exam.</p>
<p>Assessment: C2: Students will perform and record their final exam piece in front of an audience. Students will submit their completed Working Notebook. *Both are internally marked and moderated then it will be moderated by AQA. C1: Mock written exam on set text 2.</p>	<p>Assessment: C3: A performance of extract 3 will be externally a C3: Students will perform and record their final exam piece in front of an AQA visiting examiner. Students will submit their completed Reflective Report. *Both are externally marked and moderated by AQA C1: Practice essays (exam) questions on the set text 1 and Live Theatre.</p>	<p>Assessment: AQA Public Examination (C1)</p>
<p>Builds upon:</p> <ul style="list-style-type: none"> • Entire understanding of A Level Drama & Theatre Studies. • Experience of interpreting and responding to stimuli. • The knowledge and understanding of their chosen practitioner's methods and theories. 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Understanding of how to structure an exam question (writing from a director's point of view.) • Experience of interpreting and responding to live theatre. • Knowledge of how to approach a play-text and develop convincing and believable characters 	<p>Builds upon:</p> <ul style="list-style-type: none"> • Entire A Level Drama course to date. • Understanding of how to structure an exam question (writing from an actor and director's point of view.) • Experience of interpreting and responding to live theatre.
<p>Introduces: Deeper understanding of the mark scheme for the C2 practical exam</p>	<p>Introduces: Deeper understanding of the mark scheme for the C3 practical exam and the mark scheme for the Reflective Report</p>	

<p>and the mark scheme for the Working Notebook (coursework element.) Deeper understanding of the mark scheme for Section B of the C1 written exam</p>	<p>(coursework element.) Deeper understanding of the mark scheme for Sections A & C of the C1 written exam</p>	
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