**Curriculum Mapping 2022-23 Subject: Drama Curriculum Leader (s) GCu**

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|  | **KS3 Curriculum**1. Teaching crucial knowledge.
2. Exposing to key vocabulary.
3. Developing cultural capital.
4. Enabling the development of knowledge.
5. Challenging misconceptions.
6. Emphasising inter-connectedness.
7. Teaching and development of skills.
 | **KS4 Curriculum**1. Transition to education after KS4
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and Accelerated Curriculum.
4. Guidance for next stage of education
 | **KS5 Curriculum**1. Transition to HE/FE/Employment (including apprenticeship).
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and KS4.
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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral****Curriculum** | **Vertically integrated across Key Stages – Each KS** |
| **Skills** | Freeze framesMimingVocal skillsNarrationImprovisationPhysical theatre skills including techniques from Frantic AssemblyThought trackingCross cuttingInterpreting stage directionsPlot including understanding key components of effective performancesUsing a stimulus to devise from | FlashbacksSlow motionMonologuesBackstoryTheatre in Education techniques including direct address/interaction and devising to a target audienceMarking the momentScript writing including how to develop dialogue and structure, climax, protagonist/antagonistDeveloping genre | Non-verbal communicationStatusChoral speech and movementWorking as an ensembleLine learningStanislavskian techniques including use of the 4th wall, emotion memoryTheatre design including key elements needed to design effective costumes and set,Set design development in specific stage spacesUnderstanding of all of the components involved in creating a live performance | Rehearsal techniquesBrechtian techniques including the v-effect, juxtaposition, montage and song/dancePlaywright intentions and character motivation including how to interpret professional works/set textSound/lighting/costume/set to create impactLine learningAnalysing and evaluation of live theatre-understanding directorial, performance and design decisions and theatrical impact  | Using rehearsal techniques independentlyDeveloping research methods to influence ideasEmbedding Brechtian techniques whilst devising political theatre.Ability to apply and layer different techniques to own performance work to create more sophisticated workAnalytical skills when explaining impact of ideas.Ability to write at length and in a more sophisticated way.Developing artistic intentions in which connect to context of text.Ability to perform for a longer period of time, where focus is sustained and more lines learnt. | Understanding theatre history and range of practitioner stylesMonologues-editing/focusUnderstanding of Colder Than Here from perspective of actor and designer.Ability to write at length, where ideas build to give a full picture of how a performance will be realised.Evaluating the impact of professional performances in relation to a statementDeveloping opinions about drama as an art form and it’s wider impact.Analytical skills which build on global awareness and wider appreciation of theatre as an art form.Ability to perform at length, learning more lines, developing longer devised pieces which create impact. | Monologues/duologues- engagement and knowledge of role within wider textAbility to perform fully realised, developed pieces which are rooted in research/characterisation.Understanding of Woyzeck set text from perspective of director including themes.Applying knowledge of historical context to own interpretation of Woyzeck.Applying knowledge of acting, directing and designing to overall vision for a text.Analysing creative decision making alongside wider intentions of texts/drama.Ability to write at length whilst shifting perspectives as an actor, director and designer.Academic referencing. |
| **Knowledge & Understanding** **Key Topics per half Term**  | T1: WaxworksT2: Study of style- Physical TheatreT3: Study of script-SkelligT4: Issue basedT5: Plot/character developmentT6: Devising | T1: War Memorial –WW1T2: Study of script-SparklesharkT3: Study of style-Theatre in EducationT4: Healthy RelationshipsT5: Plot/character developmentT6: Devising | T1: GangsT2: Study of script-Too Much Punch for JudyT3: Study of style- Stanislavski/realismT4:Live TheatreT5: Plot/character developmentT6: Devising/designing | T1: Practitioner study-Brecht. Introduce theoryT2: Devising skills/portfolio. Theory into practiceT3: Interpretation of text-Duologues/ Study of set text C3T4: Study of set text C3T5: Written exam/live theatre C3T6: Live theatre C3***To change Sept 2023*** | T1: Devising/portfolio C1T2: Devising/portfolio C1T3: Text performance C2T4: Revision for C3T5: Revision for C3T6: C3 exam | T1: Theatre History/Practitioner studyC3 Colder Than Here scenes 1-5T2: Mini devising project, Colder Than Here scene 6-9 and C3: Section A focusT3: C3 Colder Than Here design focus and monologue projectT4: Woyzeck-plot, character and context/intentions. Section A streamed/live performanceT5: Woyzeck and practitioner re-callT6: Re-call CTH. Woyzeck concept development | T1: C1 devising and Woyzeck conceptT2: C1 assessment/portfolioWoyzeck conceptT3: C3 Section A and CT4: C2 assessmentT5: Re-call C3 A, B and CT6: Re-call C3 A, B and C |
| **Common Assessment of Progress and Performance** **(CAPP)**  | T1: Waxworks group pieceGroup workT2: Frantic Assembly piecePerformance skillsT3: Scripted performancePerformance skillsT4: Devised performanceGroup workT5: Plot/script createdWK of theatreT6: Devised performancePerformance skills | T1: Devised piece-WW1Group work/Performance skillsT2: Scripted performancePerformance skills T3: TIE piecePerformance skills/WK of theatreT4: Devised pieceGroup workT5: Plot/script createdWK of theatreT6: Devised performancePerformance skills/WK of theatre | T1: Devised piece-gangsGroup workT2: Scripted performancePerformance skillsT3: Devised piece/design outcomePerformance skills/WK of theatreT4: Written assessmentWK of theatreT5: Plot/script createdWK of theatreT6: Devised piece/design outcomePerformance skills/WK of theatre | T1/ T2: Devised piece inspired by BrechtT3: Duologue performanceT4: Written C3 essaysT5: Written C3 essays including a timed live theatre responseT6: C3 PPE | T1: PPE of devised pieceT2: C1 assessment and portfolio completionT3: C1 evaluation (Jan) and C3 PPET4: C2 external assessmentT5: C3 written examT6: N/A | T1: CTH acting essay (6 weeks)T2: Devised performance and C3 Section B-only acting and AT3: Monologue performanceT4: C3 Section B-both Q’s and Section A T5: Written C3 essaysT6: C3 PPE-Section B-both Q’s and Section A | T1: Written C3 essay and devised piece so far 6 weeks)T2: C1 assessmentT3: C1 portfolio completionT4: C2 external assessmentT5: Written C3 essays including full papersT6: C3 written exam |
| **Wider Curriculum including extracurricular opportunities** **e.g SMSC ,Careers and Employability , Literacy and Numeracy**  | School productionDrama club with opportunity to perform to parentsSee below for SMSC which includes exploring **relevant social issues/discussing moral dilemmas** | School productionTender-healthy relationships workshop and performance opportunity to year groupSee below for SMSC which includes **understanding of abusive/controlling relationships** **and bullying** | School productionSee below for SMSC which includes **understanding of social factors influencing gangs, awareness of county lines and consequences of risky behaviour** | School productionTheatre trips in LondonIndependent rehearsals and organisation skillsSee below for SMSC which includes a **developed understanding of a current social/political issue** | School productionTheatre trips in LondonIndependent rehearsals and organisation skillsSee below for SMSC which includes a **developed understanding of a current social/political issue** | School productionTheatre trips in LondonLeading drama club for year 7Independent rehearsals and organisation skillsSee below for SMSC which includes **awareness of terminal illness and the impact of grief** through studying set text | School productionTheatre trips in LondonIndependent rehearsals and organisation skillsSee below for SMSC which includes understanding **issues around social class, mental health and religion** through studying set text |
| **Attitudes & Attributes****Growth Mindset,****Independent Learning**  | Collaborative/group work skills including-Co-operation-Communication-Listening/concentration-CompromiseLeadership and being able to direct/support others in a groupEmpathy for the othersCreativityConfidenceResilience/overcoming obstacles when creating practical work | ***Builds on previous attitude/attributes with an additional focus on….***Self-confidence including when working by themselvesIncreased awareness of the impact drama can have as an art form-communicating social issues. | ***Builds on previous attitude/attributes with an additional focus on….***Increased cultural capital by looking at professional performance work and what makes an effective performance/design | ***Builds on previous attitude/attributes with an additional focus on….***Problem solving to find a range of solutionsIndependent research from a range of sources | ***Builds on previous attitude/attributes with an additional focus on….***Self-motivation and self-direction when independently rehearsingAbility to effectively communicate to a larger audience via exam performancesTime keeping and organising thoughts/arguments | ***Builds on previous attitude/attributes with an additional focus on….***Acting as a role model/leader to younger students e.g. through drama club/production/tripsConfidence to explain own opinions in detail and argue their viewpoint  | ***Builds on previous attitude/attributes with an additional focus on….***Building written resilience and perseverance when under pressure Time management |