**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. | |
|  | **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 frames  Miming  Vocal skills  Narration  Improvisation  Physical theatre skills including techniques from Frantic Assembly  Thought tracking  Cross cutting  Interpreting stage directions  Plot including understanding key components of effective performances  Using a stimulus to devise from | Flashbacks  Slow motion  Monologues  Backstory  Theatre in Education techniques including direct address/interaction and devising to a target audience  Marking the moment  Script writing including how to develop dialogue and structure, climax, protagonist/antagonist  Developing genre | Non-verbal communication  Status  Choral speech and movement  Working as an ensemble  Line learning  Stanislavskian techniques including use of the 4th wall, emotion memory  Theatre design including key elements needed to design effective costumes and set,  Set design development in specific stage spaces  Understanding of all of the components involved in creating a live performance | Rehearsal techniques  Brechtian techniques including the v-effect, juxtaposition, montage and song/dance  Playwright intentions and character motivation including how to interpret professional works/set text  Sound/lighting/costume/set to create impact  Line learning  Analysing and evaluation of live theatre-understanding directorial, performance and design decisions and theatrical impact | Using rehearsal techniques independently  Developing research methods to influence ideas  Embedding Brechtian techniques whilst devising political theatre.  Ability to apply and layer different techniques to own performance work to create more sophisticated work  Analytical 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 styles  Monologues-editing/focus  Understanding 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 statement  Developing 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 text  Ability 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: Waxworks  T2: Study of style- Physical Theatre  T3: Study of script-Skellig  T4: Issue based  T5: Plot/character development  T6: Devising | T1: War Memorial –WW1  T2: Study of script-Sparkleshark  T3: Study of style-Theatre in Education  T4: Healthy Relationships  T5: Plot/character development  T6: Devising | T1: Gangs  T2: Study of script-Too Much Punch for Judy  T3: Study of style- Stanislavski/realism  T4:Live Theatre  T5: Plot/character development  T6: Devising/designing | T1: Practitioner study-Brecht. Introduce theory  T2: Devising skills/portfolio. Theory into practice  T3: Interpretation of text-Duologues/ Study of set text C3  T4: Study of set text C3  T5: Written exam/live theatre C3  T6: Live theatre C3  ***To change Sept 2023*** | T1: Devising/portfolio C1  T2: Devising/portfolio C1  T3: Text performance C2  T4: Revision for C3  T5: Revision for C3  T6: C3 exam | T1: Theatre History/Practitioner study  C3 Colder Than Here scenes 1-5  T2: Mini devising project, Colder Than Here scene 6-9 and C3: Section A focus  T3: C3 Colder Than Here design focus and monologue project  T4: Woyzeck-plot, character and context/intentions. Section A streamed/live performance  T5: Woyzeck and practitioner re-call  T6: Re-call CTH. Woyzeck concept development | T1: C1 devising and Woyzeck concept  T2: C1 assessment/portfolio  Woyzeck concept  T3: C3 Section A and C  T4: C2 assessment  T5: Re-call C3 A, B and C  T6: Re-call C3 A, B and C |
| **Common Assessment of Progress and Performance**  **(CAPP)** | T1: Waxworks group piece  Group work  T2: Frantic Assembly piece  Performance skills  T3: Scripted performance  Performance skills  T4: Devised performance  Group work  T5: Plot/script created  WK of theatre  T6: Devised performance  Performance skills | T1: Devised piece-WW1  Group work/Performance skills  T2: Scripted performance  Performance skills  T3: TIE piece  Performance skills/WK of theatre  T4: Devised piece  Group work  T5: Plot/script created  WK of theatre  T6: Devised performance  Performance skills/WK of theatre | T1: Devised piece-gangs  Group work  T2: Scripted performance  Performance skills  T3: Devised piece/design outcome  Performance skills/WK of theatre  T4: Written assessment  WK of theatre  T5: Plot/script created  WK of theatre  T6: Devised piece/design outcome  Performance skills/WK of theatre | T1/ T2: Devised piece inspired by Brecht  T3: Duologue performance  T4: Written C3 essays  T5: Written C3 essays including a timed live theatre response  T6: C3 PPE | T1: PPE of devised piece  T2: C1 assessment and portfolio completion  T3: C1 evaluation (Jan) and C3 PPE  T4: C2 external assessment  T5: C3 written exam  T6: N/A | T1: CTH acting essay (6 weeks)  T2: Devised performance and C3 Section B-only acting and A  T3: Monologue performance  T4: C3 Section B-both Q’s and Section A  T5: Written C3 essays  T6: C3 PPE-Section B-both Q’s and Section A | T1: Written C3 essay and devised piece so far 6 weeks)  T2: C1 assessment  T3: C1 portfolio completion  T4: C2 external assessment  T5: Written C3 essays including full papers  T6: C3 written exam |
| **Wider Curriculum including extracurricular opportunities**  **e.g SMSC ,Careers and Employability , Literacy and Numeracy** | School production  Drama club with opportunity to perform to parents  See below for SMSC which includes exploring **relevant social issues/discussing moral dilemmas** | School production  Tender-healthy relationships workshop and performance opportunity to year group  See below for SMSC which includes **understanding of abusive/controlling relationships** **and bullying** | School production  See below for SMSC which includes **understanding of social factors influencing gangs, awareness of county lines and consequences of risky behaviour** | School production  Theatre trips in London  Independent rehearsals and organisation skills  See below for SMSC which includes a **developed understanding of a current social/political issue** | School production  Theatre trips in London  Independent rehearsals and organisation skills  See below for SMSC which includes a **developed understanding of a current social/political issue** | School production  Theatre trips in London  Leading drama club for year 7  Independent rehearsals and organisation skills  See below for SMSC which includes **awareness of terminal illness and the impact of grief** through studying set text | School production  Theatre trips in London  Independent rehearsals and organisation skills  See 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  -Compromise  Leadership and being able to direct/support others in a group  Empathy for the others  Creativity  Confidence  Resilience/overcoming obstacles when creating practical work | ***Builds on previous attitude/attributes with an additional focus on….***  Self-confidence including when working by themselves  Increased 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 solutions  Independent research from a range of sources | ***Builds on previous attitude/attributes with an additional focus on….***  Self-motivation and  self-direction when independently rehearsing  Ability to effectively communicate to a larger audience via exam performances  Time 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/trips  Confidence 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 |