



## [Drama] KEY STAGE 3 CURRICULUM MAP

Curriculum Overviews	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
<b>Year 7</b>	<p><b>Introduction To Drama</b></p> <ul style="list-style-type: none"> <li>To introduce students to secondary school drama</li> <li>Focus on key skills associated to making good progress in the practical space</li> <li>Teamwork &amp; Problem Solving</li> </ul> <p>Key Words – REHEARSAL, AUDIENCE, SPATIAL AWARENESS, CONTROL.</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>Introduction To Drama</b></p> <ul style="list-style-type: none"> <li>To introduce students to secondary school drama</li> <li>Focus on key skills associated to making good progress in the practical space</li> <li>Teamwork &amp; Problem Solving</li> </ul> <p>Key Words – REHEARSAL, AUDIENCE, SPATIAL AWARENESS, CONTROL.</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>Theatre History</b></p> <ul style="list-style-type: none"> <li>Students are taken on a 'whistle stop tour' through modern European theatre history.</li> <li>Practical exploration of different theatre styles and associated conventions</li> <li>Developing students skills in drama (both subject specific and transferable) AND student knowledge of THEATRE.</li> </ul> <p>Key Words – GENRE, CONVENTION, PRACTITIONER</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>Theatre History</b></p> <ul style="list-style-type: none"> <li>Students are taken on a 'whistle stop tour' through modern European theatre history.</li> <li>Practical exploration of different theatre styles and associated conventions</li> <li>Developing students skills in drama (both subject specific and transferable) AND student knowledge of THEATRE.</li> </ul> <p>Key Words – GENRE, CONVENTION, PRACTITIONER</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>Storytelling: "Darkwood Manor"</b></p> <ul style="list-style-type: none"> <li>To explore theatrical storytelling.</li> <li>To understand how to create atmosphere/build tension onstage.</li> <li>Developing students ability to 'devise' theatre.</li> </ul> <p>Key Words – ATMOSPHERE, TENSION, CHARACTER, SCRIPT, DEVISING.</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>Storytelling: Darkwood Manor</b></p> <ul style="list-style-type: none"> <li>To explore theatrical storytelling.</li> <li>To understand how to create atmosphere/build tension onstage.</li> <li>Developing students ability to 'devise' theatre.</li> </ul> <p>Key Words – ATMOSPHERE, TENSION, CHARACTER, SCRIPT, DEVISING.</p> <p><i>1 lesson per fortnight.</i></p>
<b>Year 8</b>	<p><b>Masked Theatre: Commedia Dell'Arte</b></p> <ul style="list-style-type: none"> <li>To explore the style of masked theatre.</li> <li>To develop use of body language to communicate story and character</li> <li>Developing knowledge of stock characters based in the art form of "commedia dell'arte"</li> </ul> <p>Key Words – GENRE, CONVENTION, COMMEDIA, STOCK CHARACTER, SLAPSTICK</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>Masked Theatre: Commedia Dell'Arte</b></p> <ul style="list-style-type: none"> <li>To explore the style of masked theatre.</li> <li>To develop use of body language to communicate story and character</li> <li>Developing knowledge of stock characters based in the art form of "commedia dell'arte"</li> </ul> <p>Key Words – GENRE, CONVENTION, COMMEDIA, STOCK CHARACTER, SLAPSTICK</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>The "RED SHOES" graphic novel</b></p> <ul style="list-style-type: none"> <li>To explore the concept of empathy within storytelling and characterization</li> <li>To develop devising skills by responding to a variety of written and picture stimuli.</li> <li>To develop ability to work in a team and respond maturely to difficult concepts.</li> </ul> <p>Key Words – PREJUDICE, SEGREGATION, SOCIETY, EMPATHY</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>The "RED SHOES" graphic novel</b></p> <ul style="list-style-type: none"> <li>To explore the concept of empathy within storytelling and characterization</li> <li>To develop devising skills by responding to a variety of written and picture stimuli.</li> <li>To develop ability to work in a team and respond maturely to difficult concepts.</li> </ul> <p>Key Words – PREJUDICE, SEGREGATION, SOCIETY, EMPATHY</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>ACTING FOR THE SCREEN</b></p> <ul style="list-style-type: none"> <li>Study and understand the fundamental differences between stage acting and film/TV acting.</li> <li>To develop film writing techniques such as storyboarding and screenwriting.</li> <li>Developing knowledge of camera angles and why they are used to create different effects.</li> <li>Building knowledge of 'creative intentions' and making aesthetic decisions.</li> </ul> <p>Key Words – CREATIVE INTENTIONS, AESTHETIC, CAMERA ANGLE, EDITING, SCREENPLAY.</p> <p><i>1 lesson per fortnight.</i></p>	<p><b>ACTING FOR THE SCREEN</b></p> <ul style="list-style-type: none"> <li>Study and understand the fundamental differences between stage acting and film/TV acting.</li> <li>To develop film writing techniques such as storyboarding and screenwriting.</li> <li>Developing knowledge of camera angles and why they are used to create different effects.</li> <li>Building knowledge of 'creative intentions' and making aesthetic decisions.</li> </ul> <p>Key Words – CREATIVE INTENTIONS, AESTHETIC, CAMERA ANGLE, EDITING, SCREENPLAY.</p> <p><i>1 lesson per fortnight.</i></p>



<p><b>Year 9</b></p>	<p><b>Crime &amp; Punishment: Derek Bentley</b></p> <ul style="list-style-type: none"> <li>To explore the theme of crime &amp; punishment through class discussion &amp; practical work.</li> <li>Explore the true story of Derek Bentley using extracts from the play 'Let Him Have It'.</li> <li>Focus on naturalistic theatre techniques by introducing methodologies of Stanislavski.</li> </ul> <p>Key Words – EMPATHY, CONTEXT, NATURALISM, OBJECTIVE, SUBTEXT, THE GIVEN CIRCUMSTANCES</p> <p><i>1 lesson per fortnight</i></p>	<p><b>Crime &amp; Punishment: Derek Bentley</b></p> <ul style="list-style-type: none"> <li>To explore the theme of crime &amp; punishment through class discussion &amp; practical work.</li> <li>Explore the true story of Derek Bentley using extracts from the play 'Let Him Have It'.</li> <li>Focus on naturalistic theatre techniques by introducing methodologies of Stanislavski.</li> </ul> <p>Key Words – EMPATHY, CONTEXT, NATURALISM, OBJECTIVE, SUBTEXT, THE GIVEN CIRCUMSTANCES</p> <p><i>1 lesson per fortnight</i></p>	<p><b>Crime &amp; Punishment: Derek Bentley</b></p> <ul style="list-style-type: none"> <li>To explore the theme of crime &amp; punishment through class discussion &amp; practical work.</li> <li>Explore the true story of Derek Bentley using extracts from the play 'Let Him Have It'.</li> <li>Focus on naturalistic theatre techniques by introducing methodologies of Stanislavski.</li> </ul> <p>Key Words – EMPATHY, CONTEXT, NATURALISM, OBJECTIVE, SUBTEXT, THE GIVEN CIRCUMSTANCES</p> <p><i>1 lesson per fortnight</i></p>	<p><b>Crime &amp; Punishment: Blood Brothers</b></p> <ul style="list-style-type: none"> <li>To explore the theme of crime &amp; punishment through class discussion &amp; practical work.</li> <li>Explore the idea of fate &amp; morality using extracts from Willy Russell's 'Blood Brothers'.</li> <li>Focus on non-naturalistic theatre techniques by introducing methodologies of Brecht.</li> </ul> <p>Key Words – MOTIF, FORESHADOWING, BREAKING THE 4<sup>TH</sup> WALL, EPIC THEATRE.</p> <p><i>1 lesson per fortnight</i></p>	<p><b>Crime &amp; Punishment: Blood Brothers</b></p> <ul style="list-style-type: none"> <li>To explore the theme of crime &amp; punishment through class discussion &amp; practical work.</li> <li>Explore the idea of fate &amp; morality using extracts from Willy Russell's 'Blood Brothers'.</li> <li>Focus on non-naturalistic theatre techniques by introducing methodologies of Brecht.</li> </ul> <p>Key Words – MOTIF, FORESHADOWING, BREAKING THE 4<sup>TH</sup> WALL, EPIC THEATRE.</p> <p><i>1 lesson per fortnight</i></p>	<p><b>Crime &amp; Punishment: Blood Brothers</b></p> <ul style="list-style-type: none"> <li>To explore the theme of crime &amp; punishment through class discussion &amp; practical work.</li> <li>Explore the idea of fate &amp; morality using extracts from Willy Russell's 'Blood Brothers'.</li> <li>Focus on non-naturalistic theatre techniques by introducing methodologies of Brecht.</li> </ul> <p>Key Words – MOTIF, FORESHADOWING, BREAKING THE 4<sup>TH</sup> WALL, EPIC THEATRE.</p> <p><i>1 lesson per fortnight</i></p>
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## [Drama] KEY STAGE 4 CURRICULUM MAP

Curriculum Overviews	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 10</b></p> <p>Introduction to course content/associated skills.</p> <p>Problem Solving &amp; Teamwork</p> <p>Building 'Effective Rehearsal' strategies</p> <p><b>Verbatim Theatre project</b> aimed at developing students ability to apply the conventions of a particular theatrical style.</p> <p>KEY WORDS – EFFECTIVE REHEARSAL, VERBATIM THEATRE, CREATIVE INTENTIONS.</p>	<p><b>Component 1 Prep</b></p> <p>Play text: Hamilton</p> <p>Students watch the play Hamilton (school trip). This leads to practical and written tasks to develop understanding of the story, characters and associated context.</p> <p>Pre-teaching "how to make notes" – creating effective coursework notes to support progress.</p> <p>Pre-teaching "IT skills required for BTEC assignments".</p> <p>KEY WORDS – CREATIVE INTENTIONS, ROLES &amp; RESPONSIBILITIES, CONTEXT, AESTHETIC QUALITIES.</p>	<p><b>Component 1</b></p> <p>Play text: Hamilton</p> <p><b>Learning Aim A:</b> Investigate how professional performance work is created.</p> <p>Students explore the play both theoretically and practically exploring the creative intentions, context and aesthetic qualities.</p> <p><b>Students write coursework in exam conditions.</b></p> <p>KEY WORDS – CREATIVE INTENTIONS, ROLES &amp; RESPONSIBILITIES, CONTEXT, AESTHETIC QUALITIES.</p>	<p><b>Component 1</b></p> <p>Play text: Hamilton</p> <p><b>Learning Aim B:</b> Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance work.</p> <p>Students explore the play both theoretically and practically exploring the creative intentions, context and aesthetic qualities.</p> <p><b>Students write coursework in exam conditions.</b></p> <p>KEY WORDS – CREATIVE INTENTIONS, ROLES &amp; RESPONSIBILITIES, CONTEXT, AESTHETIC QUALITIES.</p>	<p><b>Practical Workshops &amp; Skills Audit</b></p> <p>Developing students practical and interpretative skills. Students take part in a series of workshops.</p> <p>Students reflect on their own strengths and targets and create an actors 'skills audit' and acting CV.</p> <p><b>Mini unit</b> – "Working in the theatre industry".</p> <p>KEY WORDS – VOCAL SKILLS, PHYSICAL SKILLS, INTERPRETATIVE SKILLS.</p>	<p><b>Component 2 Prep</b></p> <p>Play text: Curious Incident of the dog in the night time.</p> <p>Students explore extracts from this play and develop their ability to interpret character and communicate key creative intentions.</p> <p>Completion of 'coursework style' written tasks focusing on research and script analysis.</p> <p>KEY WORDS – ANALYSIS, EVALUATION, RESEARCH.</p>	
<p><b>Year 11</b></p> <p>Component 2</p> <p>Play text: Curious Incident of the dog in the night time.</p> <p><b>Task 1</b> – "Preparing for a performance"</p> <p>Students are grouped into practical groups and work on an extract from the play.</p> <p>Students complete 3 effective rehearsal recordings.</p> <p><b>Students write coursework in exam conditions.</b></p> <p>KEY WORDS – EFFECTIVE REHEARSAL, REVIEW, SKILLS DEVELOPMENT, TARGET SETTING</p>	<p><b>Component 2</b></p> <p>Play text: Curious Incident of the dog in the night time.</p> <p><b>Task 2</b> – "Practical Performance"</p> <p>Students are grouped into practical groups and work on an extract from the play.</p> <p><b>Students perform exam piece to invited audience.</b></p> <p><b>Task 3</b> – "Review"</p> <p>Students discuss and reflect on their rehearsal process and final performance.</p> <p><b>Students write coursework in exam conditions.</b></p> <p>KEY WORDS – REVIEW,</p>	<p><b>Component 3 Prep</b></p> <p>Students explore devising strategies with clear focus on building ability to interpret different stimuli.</p> <p>Writing practice: Ideas Log, Skills Log &amp; Evaluation</p> <p><b>Practitioner mini unit – Brechtian theatre.</b></p> <p><b>Component 3</b></p> <p><b>"Responding To A Brief"</b></p> <p>Students begin rehearsal and development of their devised piece.</p> <p>Pre-teaching "how to make notes" – creating effective exam notes.</p>	<p><b>Component 3</b></p> <p><b>"Responding To A Brief"</b></p> <p>Students continue rehearsal and development of their devised piece.</p> <p><b>Students perform exam piece to invited audience.</b></p> <p>Students complete 3 x 1 hour exams:</p> <ul style="list-style-type: none"> <li>- Ideas log</li> <li>- Skills log</li> <li>- Evaluation</li> </ul> <p>KEY WORDS – DEVISING, INTERPRETATION, NEGOTIATION, CREATIVE INTENTIONS, PRACTITIONER</p>	<p><i>Students will have completed the drama course and will revise for other subjects in their timetabled drama lessons.</i></p> <p><i>This will be in both computer rooms and classrooms.</i></p>	<p><i>Students will have completed the drama course and will revise for other subjects in their timetabled drama lessons.</i></p> <p><i>This will be in both computer rooms and classrooms.</i></p>	



		SKILLS DEVELOPMENT, TARGET	KEY WORDS - DEVISING, INTERPRETATION, NEGOTIATION.			
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**Texts, Exam Boards, and Useful Websites:**

Key Stage 4 (Year 10 - 11)
<p><a href="#">btec-tech-award-performing-arts-spec NEW.pdf</a> <a href="#">BTEC tech award spec 2022 - Component 1.pdf</a> <a href="#">BTEC tech award spec 2022 - Component 2.pdf</a> <a href="#">BTEC tech award spec 2022 - Component 3.pdf</a></p> <p><a href="#">Digital Theatre+ - Sign In (digitaltheatreplus.com)</a></p> <p><a href="#">Practitioners and Genres – BURT'S DRAMA (burtsdrama.com)</a></p> <p>Plays studied:</p> <p>Hamilton (available on Disney Plus)</p> <p>The Curious Incident of the Dog in the Nighttime</p>



# [Drama] KEY STAGE 5 CURRICULUM MAP

Curriculum Overviews	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 12</b></p>	<p><b>Unit 19: Acting Styles</b></p> <p>Students explore:</p> <ul style="list-style-type: none"> <li>- Naturalism (Stanislavski)</li> <li>- Musical Theatre (Fosse)</li> <li>- Non-Naturalism (Berkoff)</li> </ul> <p><b>Unit 1: Investigating Practitioners</b></p> <p>Exam content relating to the creative intentions, style &amp; methodologies of key theatrical practitioners.</p> <p><b>Unit 3: Group Performance Workshop</b></p> <p>Students practice the skills required to devise theatre based on interpretation of a variety of stimuli.</p>	<p><b>Unit 19: Acting Styles</b></p> <p>Students explore:</p> <ul style="list-style-type: none"> <li>- Naturalism (Stanislavski)</li> <li>- Musical Theatre (Fosse)</li> <li>- Non-Naturalism (Berkoff)</li> </ul> <p><b>Unit 19/2 Task 1 Part A Coursework</b> is completed.</p> <p><b>Unit 1: Investigating Practitioners</b></p> <p>Exam content relating to the creative intentions, style &amp; methodologies of key theatrical practitioners.</p> <p><b>Unit 3: Group Performance Workshop</b></p> <p>Students practice the skills required to devise theatre based on interpretation of a variety of stimuli.</p>	<p><b>Unit 3: Group Performance Workshop</b></p> <p>Students devise theatre based on interpretation of an exam board given stimuli.</p> <p><b>Unit 1: Investigating Practitioners</b></p> <p>Exam content relating to the creative intentions, style &amp; methodologies of key theatrical practitioners.</p> <p><b>Unit 19/2 Task 1 Part B Coursework</b> is completed.</p>	<p><b>Unit 3: Group Performance Workshop</b></p> <p>Students devise theatre based on interpretation of an exam board given stimuli.</p> <p><b>Unit 3 exam performance to invited audience.</b></p> <p><b>Unit 3 written exams</b> completed as students reflect on process and performance in 4 separate milestones.</p> <p><b>Unit 1: Investigating Practitioners</b></p> <p>Exam content relating to the creative intentions, style &amp; methodologies of key theatrical practitioners.</p> <p><b>Unit 19/2 Task 1 Part B Coursework</b> is completed.</p>	<p><b>Unit 1: Investigating Practitioners</b></p> <p>Exam content relating to the creative intentions, style &amp; methodologies of key theatrical practitioners.</p> <p><b>Unit 2 Practical Workshops</b></p> <p>Students complete practical workshops based on developing their vocal, physical and interpretative skill.</p>	<p><b>Unit 1: Investigating Practitioners</b></p> <p>Exam content relating to the creative intentions, style &amp; methodologies of key theatrical practitioners.</p> <p><b>Unit 1 Mock Exam</b></p> <p><b>Unit 2 Practical Workshops</b></p> <p>Students continue practical workshops based on developing their vocal, physical and interpretative skill.</p> <p><b>Unit 2/19 Task 3 coursework</b> (interim check) is completed.</p> <p><b>Unit 2 Final Text</b> is chosen, introduced and "action planned" in terms of rehearsal and development.</p>
<p><b>Year 13</b></p>	<p><b>Unit 1: Investigating Practitioners</b></p> <p>Exam content relating to the creative intentions, style &amp; methodologies of key theatrical practitioners.</p> <p><b>Unit 2 practical Development</b></p> <p>Students rehearse and develop their Unit 2 text performance.</p> <p><b>Unit 2/19 Task 3 coursework</b> (interim check) is completed.</p>	<p><b>Unit 1 Section A Released</b></p> <p>Students research and prepare notes.</p> <p><b>Unit 1 Section B Exam</b></p> <p>3 hour written exam</p> <p><b>Unit 2 practical Development</b></p> <p>Students rehearse and develop their Unit 2 text performance.</p>	<p><b>RESIT opportunity for Unit 3: Group Performance Workshop</b></p> <p>Students devise theatre based on interpretation of an exam board given stimuli.</p> <p><b>Unit 2 practical Development</b></p> <p>Students rehearse and develop their Unit 2 text performance.</p>	<p><b>Unit 2 Performance</b></p> <p>Students perform their exam piece to an invited audience.</p> <p><b>Unit 2/19 Task 3 coursework</b> is due.</p>	<p><b>Resit opportunity for Unit 1 (depending on first attempt).</b></p> <p><b>Or</b></p> <p>N/A – students have completed the drama course.</p>	<p>N/A – students have completed the drama course.</p>



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**Texts, Exam Boards, and Useful Websites:**

Key Stage 5 (Year 12 - 13)
Exam Board – <a href="#">BTEC Nationals   Performing Arts (2016)   Pearson qualifications</a>  <a href="#">Digital Theatre+ - Sign In (digitaltheatreplus.com)</a>  <a href="#">Practitioners and Genres – BURT'S DRAMA (burtsdrama.com)</a>