

Curriculum map

Drama

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	<p><u>Friendships and Physical Theatre: Create</u> <u>Powerful knowledge:</u> By the end of this unit, students will be able to use physical theatre to create and tell a story.</p> <p>Students will be able to devise a performance from a stimulus that explores the theme of friendship and bullying.</p> <p>During this unit, students will learn devising techniques and practice creating a scene.</p> <p>What is a tableau? What is thought tracking and why might we use it in Drama? What is hot seating? What is improvisation? What is a stimulus and how can I use it to create drama?</p> <p><u>Social/cultural/historical context:</u> Friendships and relationships within society.</p> <p><u>Link to OCR GCSE Drama: Component 1-2</u> <u>Devising Drama</u></p> <p>Assessment: AP1 Practical work assessing <u>creating using the theme of friendship</u></p>	<p><u>Macbeth: Perform</u> <u>Powerful knowledge</u> By the end of this unit, students will be able to use a variety of techniques to develop a character.</p> <p>Students will be able to perform in a consistent and convincing manner using vocal and physical skills.</p> <p>During this unit, students will explore different scenes in Macbeth and perform from a script</p> <p>What is the plot of Macbeth? How can we use proxemics to communicate with the audience? What is iambic pentameter and is it relevant to modern life? What is a soliloquy?</p> <p><u>Social/cultural/historical context:</u> Shakespearian and Elizabethan society</p> <p><u>Link to OCR GCSE Drama: Component 3:</u> <u>presenting and performing texts</u></p> <p>Assessment:</p>	<p><u>Live Theatre Evaluation (Shrek): Respond</u> <u>Powerful knowledge</u> By the end of this unit, students will be able to identify what makes a piece of theatre enjoyable and entertaining.</p> <p>Students will be able to watch a piece of theatre and appreciate what has gone into making it.</p> <p>During this unit, students will watch Shrek the musical and learn how to structure an evaluation.</p> <p>How can we understand the different roles in Theatre? How can we actively watch Shrek the musical with a focus on costume, makeup, lighting, set, sound, song? How can we successfully evaluate a piece of live theatre?</p> <p><u>Social/cultural/historical context:</u> Live theatre and the theatre industry</p> <p><u>Link to OCR GCSE Drama: Component 4, Section B: Live Theatre Evaluation</u></p> <p>Assessment:</p>			

	<p>Developing Deeper Understanding: How can we use existing performances to influence our own?</p>	<p>AP1 - Practical assessing <u>Performance of Macbeth</u> Developing deeper understanding: How can we confidently understand the Shakespearean language in performance?</p>	<p>AP3 Written Exam assessing <u>Responding as a member of the audience to a Drama</u> Developing deeper understanding: How can an artistic intention gain audience attention?</p>
<p>YEAR 8</p>	<p><u>Blue Remembered Hills: Respond</u> <u>Powerful knowledge</u></p> <p>By the end of this unit, students will be able to direct others in performance and articulate this in written format.</p> <p>Students will learn how to write a 2,4 6, and 8-mark question as if they are a director or designer.</p> <p>During this unit, students will practically explore the play Blue Remembered Hills</p> <p>What is the plot of Blue Remembered Hills? How do stage directions support an actor when working from a script? How can we use Vocal and Physical Skills to show a character? How can we use role on the wall to understand a character in BRH?</p> <p><u>Social/cultural/historical context:</u> World war 2 and evacuation</p> <p><u>Link to OCR GCSE Drama: Component 4, Section A: Performance and response</u></p>	<p><u>Bugsy Malone: Perform</u> <u>Powerful knowledge</u></p> <p>By the end of this unit, students will be able to perform in the style of Musical Theatre.</p> <p>Students will be able to perform a short scene from a script as well as a short piece of choreography.</p> <p>During this unit, students will practically explore scenes and songs of Bugsy Malone</p> <p>What is Musical Theatre? What is the plot of Bugsy Malone? How can we perform in an accent? How can we perform using Mime and Movement?</p> <p><u>Social/cultural/historical context:</u> 1940's New York and young people.</p> <p><u>Link to OCR GCSE Drama: Component 3: Presenting and Performing texts</u></p>	<p><u>Devising – Refugees: Create</u> <u>Powerful knowledge</u></p> <p>By the end of this unit, students will be able to use real life stories to create a piece of Drama.</p> <p>Students will learn devising skills and physical techniques to be able to create a performance.</p> <p>During this unit, students will look at the life and journey of a refugee.</p> <p>What is a Refugee? How do we create a performance using Flashbacks and Cross Cutting? How can we show the life of a Refugee through the technique Conscience Corridor? Who are Frantic Assembly and what are 'Chair Duets'? What is Verbatim theatre and how can I use it to create a monologue?</p> <p><u>Social/cultural/historical context:</u> Refugees in today's society.</p>

YEAR 9	<p>Assessment: Verbal and written Self/Peer of practical and written work every lesson AP1 – Written Paper assessing <u>Responding</u> to Drama Developing deeper understanding: How can one direct others to successfully engage an audience during a performance?</p>	<p>Assessment: Verbal Self/ Peer assessment of Practical work every lesson AP2- Practical assessment of <u>Performance</u> AND written response to Dramatic Intention Developing Deeper Understanding: How can you develop your skill in singing, dancing, and acting at the same time?</p>	<p><i>Link to OCR GCSE Drama: Component 1-2: Devising Drama</i></p> <p>Assessment: Verbal/ Written Self/ Peer of practical work every lesson AP3 Practical and written assessing <u>Creating</u> Developing deeper understanding: How can you confidently embed multiple practitioners' work into your performance?</p>
	<p><u>The Curious incident of the dog in the nighttime: Perform</u> Powerful knowledge By the end of this unit, students will be able to perform an extract of a play in a non-naturalistic style. Students will be able to use vocal and physical skills to perform within a group from a given script. During this unit, students will explore the practitioner Frantic Assembly and apply their techniques to different scenes in 'The Curious incident of the dog in the nighttime'. What is the plot of The curious Incident of the Dog in the Nighttime? How is Christopher presented as a neurodiverse character? How can we write from the point of view of a director? What is non-naturalistic Theatre? How can we perform using physical theatre? How can we perform as an ensemble?</p>	<p><u>Devising: Diversity and Equality: Create</u> Powerful knowledge By the end of this unit, students will be able to create a piece of theatre from a stimulus. Students will use devising techniques and the practitioner Brecht to create a performance from a stimulus that they will perform to an audience. During this unit, students will practically explore devising techniques and stimuli in preparation for independent devising. Who is Bertolt Brecht and how can we use his technique of Narration? How can we use Brecht's technique of placards? What does it mean to break the fourth wall in theatre? How can we incorporate music, song and dance into a performance? What is a stimulus? How can we create a scene in response to a stimulus? <i>Link to OCR GCSE Drama: Component 1-2: Devising Drama</i></p>	<p><u>Live Theatre Evaluation Everybody's Talking About Jamie: Respond</u> Powerful knowledge By the end of this unit, students will be able to write an evaluation of a piece of live theatre. Students will be able to identify what makes a performance successful and why directors and designers make certain decisions. During this unit, students will watch Everybody's talking about Jamie, the stage production. What makes Live Theatre entertaining? Who are the creators behind ETAJ? How does 'Everybody's talking about Jamie' Impact me as an audience member? How do we write an evaluation of Live Theatre? <u>Social/cultural/historical context: LGBTQ+ rights</u></p>

YEAR 10	<p>How can we consider semiotics in a scene?</p> <p><i>Link to OCR GCSE Drama: Component 3: Presenting and Performing texts</i></p> <p><u>Social/cultural/historical context</u>: Neurodiversity within young people.</p> <p>Assessment: Self/ Peer of Practical Work every lesson AP1 – Practical assessing <u>performing</u> Developing Deeper Understanding: How can you confidently perform an emotive piece in both a mature and non naturalistic way?</p>	<p><u>Social/cultural/historical context</u>: Diversity and inclusivity</p> <p>Assessment: Self/Peer of practical work every lesson AP2 – <u>Creating</u> focused performance with Portfolio as written supporting documents</p> <p>Developing Deeper Understanding: How can you use practitioner influence to create a sophisticated performance from a unique stimulus ?</p>	<p><i>Link to OCR GCSE Drama: Component 4, Section B: Live Theatre Evaluation</i></p> <p>Assessment: AP3 Written <u>response</u> to live theatre</p> <p>Developing Deeper Understanding: How can you decipher meaning throughout a performance and evaluate effectiveness?</p>
	<p><u>OCR GCSE MOCK COMPONENT 3: DNA</u></p> <p><u>Powerful knowledge</u></p> <p>By the end of this unit students will be able to perform 2 extracts of DNA and Produce a Concept pro Forma consisting of 4 questions</p> <p>During this unit, students will practically explore DNA and look at how to answer 4 questions as an actor preparing for performance</p>	<p><u>LIVE THEATRE REVIEW: MOCK OCR GCSE COMPONENT 4 SECTION B</u></p> <p><u>Powerful knowledge</u></p> <p>By the end of this unit students will be able to produce a 30-mark extended response in evaluating live theatre</p> <p>During this unit, students will watch a live recording of a performance and make notes on the success and</p>	<p><u>DEVISING DRAMA: OCR GCSE DRAMA COMPONENT 1/2</u></p> <p><u>Powerful knowledge</u></p> <p>By the end of this unit, students will have completed a portfolio of evidence during a devising process, they will produce a final performance of their drama and write an evaluation of their own work.</p> <p>During this unit, students will research and explore a stimulus, work collaboratively and create their own devised drama.</p> <p>Students will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work.</p>

	<p>Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</p> <p>What is the Plot of DNA? What are the themes of DNA? Who are the characters in DNA? How can we develop a character using voice and physicality? How can we perform from a script? How can we answer the Concept Pro Forma for component 3?</p> <p>Link To Edexcel A Level Drama and Theatre: Component 2: Text in performance</p> <p>Assessment: AP1 Practical performance and Concept Pro Forma</p> <p>Developing deeper understanding: How can you adapt a playwright's original intentions to make them appropriate to</p>	<p>effectiveness of the performance</p> <p>How can we evaluate Live Theatre? How can we make notes on a piece of live theatre? How can we respond to a section B exam question?</p> <p>Link To Edexcel A Level Drama and Theatre: Component 3: Theatre makers in practice, Section A</p> <p>Assessment: Written response to Live Theatre</p> <p>Developing Deeper Understanding: How can you decipher meaning throughout a</p>	<p>How can we respond to a stimulus? How can we devise a performance How can we document initial ideas for a performance? How can we write an effective rehearsal log? How can we evaluate our own performance?</p> <p>Link To Edexcel A Level Drama and Theatre: Component 1: Devising</p> <p>Assessment: AP2 Coursework: 30% of GCSE, Performance: 20 Marks, Portfolio: 60 Marks</p> <p>Developing Deeper Understanding: How can you produce work that has influence from unique practitioners yet is still your own work?</p>	<p>demonstrate their knowledge and understanding of drama.</p> <p>What is the plot of Blood Brothers? How can we perform a key scene in Blood Brothers? How can we consider our vocal and physical skills to perform as a character? How can we use improvisation techniques to perform a scene? How can stage directions support a character?</p> <p>Link To Edexcel A Level Drama and Theatre: Component 3: Theatre makers in practice, Section B and C</p> <p>Assessment: AP3 Written Exam: Component 4 Section A</p> <p>Developing Deeper Understanding: How can you make unique</p>
--	--	---	--	---

YEAR 11	our current society, without changing meaning?	performance and evaluate effectiveness?		suggestions for effective performance and design, but still stick to the original intentions?
	<p>Blood Brothers: OCR GCSE Component 4 Section A</p> <p>Powerful knowledge</p> <p>By the end of this unit, students will have a knowledge on the play 'Blood Brothers' and be able to produce 4,6, and 8 mark questions on acting and directing, designing and Social Historical context.</p> <p>During this unit, students will practically explore the performance text to demonstrate their knowledge and understanding of drama.</p>	<p>OCR GCSE COMPONENT 4: Live Theatre Evaluation</p> <p>Powerful knowledge:</p> <p>By the end of this unit students will be able to produce a 30-mark extended response in evaluating live theatre</p> <p>During this unit, students will visit the theatre to watch a live performance. They will make notes on the success and effectiveness of the performance.</p> <p>Students will look at a variety of exam style questions on Evaluation Live Theatre in order to practice completing a 30-mark question,</p>	<p>OCR GCSE Drama Component 4: Presenting and Performing Texts</p> <p>Powerful knowledge</p> <p>By the end of this unit students will perform 2 extracts of a given play and Produce a Concept pro Forma consisting of 4 questions</p> <p>During this unit, students will practically explore a given play and look at how to answer 4 questions as an actor preparing for performance. They will then produce a concept pro forma with these 4 questions, that will be sent to the examiner 7 days prior to the final performance.</p> <p>BIG QUESTIONS</p>	<p>OCR GCSE COMPONENT 4: Revision</p> <p>Powerful Knowledge</p> <p>By the end of this unit, students will have a knowledge on the play 'Blood Brothers' and be able to produce 4,6, and 8-mark questions on acting and directing, designing and Social Historical context.</p> <p>By the end of this unit students will be able to produce a 30-mark extended response in evaluating live theatre</p>

	<p>Link To Edexcel A Level Drama and Theatre: Component 3: Theatre makers in practice, Section B and C</p> <p>What is the Social Historical Context of Blood Brothers? How can you design a costume? How can you design set, lighting and sound for Blood Brothers? What is the appropriate staging for Blood Brothers?</p> <p>Assessment: AP4 Written Exam: Component 4</p> <p>Developing Deeper Understanding: How can you make unique suggestions for effective performance and design, but still stick to the original intentions?</p>	<p>BIG QUESTIONS</p> <p>Link To Edexcel A Level Drama and Theatre: Component 3: Theatre makers in practice, Section A.</p> <p>Developing Deeper Understanding: How can you decipher meaning throughout a performance and evaluate effectiveness?</p> <p>Assessment: AP4 Written Exam: Component 4</p>	<p>Link To Edexcel A Level Drama and Theatre: Component 2: Text in performance :</p> <p>Assessment: Practical performance and Concept Pro Forma marked by external examiner</p> <p>Developing Deeper Understanding: How can you take a script and independently bring it to life using your own intentions?</p>	<p>Link To Edexcel A Level Drama and Theatre: Component 3: Theatre makers in practice, Sections A, B and C</p> <p>BIG QUESTIONS</p> <p>Assessment: Final Component 4 Exam 1hr 30 mins (80 Marks)</p> <p>Developing Deeper Understanding: How can you ensure that you are analysing and evaluating whilst justifying all decisions when directing or reviewing a performance?</p>	
--	---	--	---	---	--