

Curriculum map

Drama

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	<p>Friendships and Physical Theatre: Create Powerful knowledge: 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 and how can I create one successfully? What is thought tracking and why might we use it in Drama? How is hot seating used to develop a character? What is improvisation? How can I create a scene using Mime and Movement? What is a stimulus and how can I use it to create drama?</p> <p>Social/cultural/historical context: Friendships and relationships within society.</p> <p>Link to OCR GCSE Drama: Component 1-2 Devising Drama</p> <p>Assessment:</p>	<p>Macbeth: Perform Powerful knowledge 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? Who are 'The Witches' in Macbeth and why are they important? How can we use proxemics to communicate with the audience? What is iambic pentameter and is it relevant to modern life? How are soliloquies used in Shakespearean plays?</p> <p>Social/cultural/historical context: Shakespearian and Elizabethan society</p> <p>Link to OCR GCSE Drama: Component 3: presenting and performing texts</p> <p>Assessment:</p>	<p>Live Theatre Evaluation (Shrek): Respond Powerful knowledge 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 I perform choreography to a song? What is a duologue and how can I perform one? What does it mean to form an opinion and how can I perform one? How can we successfully evaluate a piece of live theatre?</p> <p>Social/cultural/historical context: Live theatre and the theatre industry</p> <p>Link to OCR GCSE Drama: Component 4, Section B: Live Theatre Evaluation</p> <p>Assessment: Mid topic: Evaluation questions on Shrek The Musical</p>			

YEAR 8	<p>Mid topic: Performance including Tableau and Thought Tracking</p> <p>AP1 Practical work assessing <u>creating using the theme of friendship</u></p> <p>Developing Deeper Understanding: How can we use existing performances to influence our own?</p>	<p>Mid topic: Performance of a scene from Macbeth</p> <p>AP1 - Practical assessing <u>Performance of Macbeth</u></p> <p>Developing deeper understanding: How can we confidently understand the Shakespearean language in performance?</p>	<p>AP3 Written Exam assessing <u>Responding</u> as a member of the audience to a Drama</p> <p>Developing deeper understanding: How can an artistic intention gain audience attention?</p>
	<p><u>Blue Remembered Hills: Respond</u></p> <p><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? If you were a Director, how would you direct a scene in BRH? How can we use role on the wall to understand a character in BRH? How can we design a stage set for Blue Remembered Hills? How can we design a costume for a character in Blue remembered Hills?</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></p> <p><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 successfully perform in an American accent? How can we perform using Mime and Movement? How can we use our vocal and physical skills to perform a scene from Bugsy Malone? How can we choreograph a dance to a song from Bugsy Malone?</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></p> <p><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> <p><u>Link to OCR GCSE Drama: Component 1-2: Devising Drama</u></p> <p>Assessment: Verbal/ Written Self/ Peer of practical work every lesson</p>

YEAR 9	<p>Assessment: Verbal and written Self/Peer of practical and written work every lesson</p> <p>AP1 – Written Paper assessing <u>Responding to Drama</u></p> <p>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</p> <p>AP2- Practical assessment of Performance AND written response to Dramatic Intention</p> <p>Developing Deeper Understanding: How can you develop your skill in singing, dancing, and acting at the same time?</p>	<p>AP3 Practical and written assessing Creating</p> <p>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></p> <p>Powerful knowledge</p> <p>By the end of this unit, students will be able to perform an extract of a play in a non-naturalistic style.</p> <p>Students will be able to use vocal and physical skills to perform within a group from a given script.</p> <p>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'.</p> <p>What is the plot of The Curious Incident of the Dog in the Nighttime?</p> <p>How is Christopher presented as a neurodiverse character?</p> <p>What is non-naturalistic Theatre?</p> <p>How can we perform using physical theatre?</p> <p>How can we effectively execute Frantic Assembly's 4 key lifts?</p> <p>How can we perform as an ensemble?</p>	<p>Devising: Diversity and Equality: Create</p> <p>Powerful knowledge</p> <p>By the end of this unit, students will be able to create a piece of theatre from a stimulus.</p> <p>Students will use devising techniques and the practitioner Brecht to create a performance from a stimulus that they will perform to an audience.</p> <p>During this unit, students will practically explore devising techniques and stimuli in preparation for independent devising.</p> <p>Who is Bertolt Brecht and how can we use his technique of Narration?</p> <p>How can we use Brecht's technique of placards?</p> <p>What does it mean to break the fourth wall in theatre?</p> <p>How can we incorporate music, song and dance into a performance?</p> <p>What is a stimulus and why do we use them in Drama?</p> <p>How can we create a scene in response to a stimulus?</p>	<p>Live Theatre Evaluation Everybody's Talking About Jamie: Respond</p> <p>Powerful knowledge</p> <p>By the end of this unit, students will be able to write an evaluation of a piece of live theatre.</p> <p>Students will be able to identify what makes a performance successful and why directors and designers make certain decisions.</p> <p>During this unit, students will watch Everybody's Talking about Jamie, the stage production.</p> <p>What makes Live Theatre entertaining?</p> <p>Who are the creators behind ETAJ?</p> <p>How does 'Everybody's talking about Jamie' Impact me as an audience member?</p> <p>How do we write an evaluation of Live Theatre?</p> <p>Social/cultural/historical context: LGBTQ+ rights</p> <p>Link to OCR GCSE Drama: Component 4, Section B: Live Theatre Evaluation</p>

YEAR 10	<p>How are semiotics used to enhance a scene?</p> <p><i>Link to OCR GCSE Drama: Component 3: Presenting and Performing texts</i></p> <p>Social/cultural/historical context: 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><i>Link to OCR GCSE Drama: Component 1-2: Devising Drama</i></p> <p>Social/cultural/historical context: 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>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>OCR GCSE MOCK COMPONENT 3: DNA</p> <p>Powerful knowledge</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>LIVE THEATRE REVIEW: MOCK OCR GCSE COMPONENT 4 SECTION B</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 watch a live recording of a performance and make notes on the success</p>	<p>DEVISING DRAMA: OCR GCSE DRAMA COMPONENT 1/2</p> <p>Powerful knowledge</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>Blood Brothers: OCR GCSE Component 4 Section A</p> <p>Powerful knowledge</p> <p>By the end of this unit, students will have knowledge on the play 'Blood Brothers' and be able to produce 4,6, and 8 mark questions on acting and directing.</p> <p>During this unit, students will practically explore the performance text to demonstrate their</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 OCR A Level Drama and Theatre: Component 21: Performing Live Theatre</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 our current society,</p>	<p>and 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 OCRI A Level Drama and Theatre: Component 31: Exploring and performing texts, Section B Analysing and Evaluating Live Theatre</p> <p>Assessment: Written response to Live Theatre</p> <p>Developing Deeper Understanding: How can you decipher meaning</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 OCR A Level Drama and Theatre: Component 11/12: Practitioners in Practice</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>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 OCR A Level Drama and Theatre: Component 31: Analysing Performance (Section A) and Component 44: Deconstructing texts for performance</p> <p>Assessment: AP3 Written Exam: Component 4 Section A</p> <p>Developing Deeper Understanding: How can you make unique</p>
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	without changing meaning?	throughout a performance and evaluate effectiveness?			suggestions for effective performance and design, but still stick to the original intentions?
YEAR 11	<p><u>Blood Brothers: OCR GCSE Component 4 Section A</u></p> <p><u>Powerful knowledge</u></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>What is the Social Historical Context of Blood Brothers?</p> <p>How can you design a costume?</p>	<p><u>OCR GCSE COMPONENT 4: Live Theatre Evaluation</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 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>How can I prepare myself to evaluate a piece of live theatre?</p> <p>How can I share my experience of live theatre?</p> <p>How can I evaluate the effectiveness of the following: Costume, set,</p>	<p><u>OCR GCSE Drama Component 4: Presenting and Performing Texts</u></p> <p><u>Powerful knowledge</u></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>How can I answer Concept Pro Forma Q1,2,3 and 4?</p> <p>How can I prepare myself to communicate my artistic Intention?</p> <p>How can I develop my acting skills to successfully portray a convincing character?</p> <p><i>Link To OCR A Level Drama and Theatre: Component 21 : Text in performance</i> Exploring and performing texts</p>	<p><u>OCR GCSE COMPONENT 4: Revision</u></p> <p><u>Powerful Knowledge</u></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>What is the plot of Blood Brothers?</p> <p>How can we perform a key scene in Blood Brothers?</p> <p>How can we consider our vocal and physical skills to perform as a character?</p> <p>How can we use improvisation techniques to perform a scene?</p> <p>What is the Social Historical Context of Blood Brothers?</p> <p>How can you design a costume?</p>	

	<p>How can you design set, lighting and sound for Blood Brothers? What is the appropriate staging for Blood Brothers?</p> <p>Link To OCR A Level Drama and Theatre: Component 31: Analysing Performance (Section A) and Component 44: Deconstructing texts for performance</p> <p>Assessment: AP1 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>lighting, sound and acting skills How do I structure a section B response?</p> <p>Link To OCR A Level Drama and Theatre: Component 31: Exploring and performing texts, Section B Analysing and Evaluating Live Theatre</p> <p>Developing Deeper Understanding: How can you decipher meaning throughout a performance and evaluate effectiveness?</p> <p>Assessment: AP1 Written Exam: Component 4</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>How can you design set, lighting and sound for Blood Brothers? What is the appropriate staging for Blood Brothers? How can stage directions support a character? How can I prepare myself to evaluate a piece of live theatre? How can I share my experience of live theatre? How can I evaluate the effectiveness of the following: Costume, set, lighting, sound and acting skills How do I structure a section B response?</p> <p>Link To Edexcel A Level Drama and Theatre: Component 3: Theatre makers in practice, Sections A, B and C</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>	
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<p>YEAR 12</p>	<p><u>Sweeney Todd: OCR A Level Component 45: Deconstructing texts for performance.</u></p> <p>Powerful Knowledge:</p> <p>By the end of this unit, students will be able to sit a paper, where they will answer 2x 30 mark questions, analysing their own concept for a production of Sweeney Todd.</p> <p>During this unit, students will practically explore the text Sweeney Todd, exploring the text from the perspective of an actor, director and designer.</p> <p>Assessment: AP1 Deconstructing Texts for Performance Written Paper</p>	<p><u>OCR A Level Component 31: Section B Live Theatre Evaluation</u></p> <p>By the end of this unit, students will be able to answer an extended response worth 30 marks, analysing and evaluating a piece of live theatre that they have seen.</p> <p>During this unit, students will experience live theatre, they will then analyse and evaluate the effectiveness of meaning communicated to them as an audience member.</p> <p>Assessment: AP1 Analysing Performance Written Paper (Section B only)</p>	<p><u>OCR A Level: Component 11/12 Practitioners in practice</u></p> <p>By the end of this unit, students will have produced a performance in the style of 2 given practitioners, from a given stimulus. The students will produce a 2000 word research report on the given practitioners. The students will produce a 30 page portfolio, documenting the process they go in creating their devised piece.</p> <p>During this unit, students will explore the works of 2 practitioners (Artaud and Kneehigh) they will then work together in groups to devise a performance for an audience. They will consider all aspects of the performance, including design, and document this process.</p> <p>Assessment: AP2 Practitioners in Practice Component 11/12. 40% of A Level</p>	<p><u>OCR A Level Component 31 Analysing performance: Section A: Heroes and Villains: Frankenstein and Othello</u></p> <p>By the end of this unit, students will have solid knowledge on the plays Frankenstein and Othello. Students will be able to answer exam style questions in the form of 15 mark answers.</p> <p>During this unit, students will explore the theme Heroes and Villains through the play texts Frankenstein and Othello. The students will look at these plays from the perspective of the actor, director and designer.</p> <p>Assessment: AP3 Analysing Performance Written Paper Section A</p>
<p>YEAR 13</p>	<p><u>OCR A Level Component 31 Analysing performance: Section A: Heroes and Villains: Frankenstein and Othello</u></p> <p><u>Sweeney Todd: OCR A Level Component 45: Deconstructing texts for performance.</u></p> <p><u>OCR A Level Component 31: Section B Live Theatre Evaluation</u></p>	<p><u>OCR A Level: Component 21: Exploring and Performing Texts</u></p> <p>By the end of this unit, students will perform a given piece of text to a visiting examiner. Students will produce a concept pro forma, consisting of 3 questions worth 30 marks, supporting their final performance.</p> <p>During this unit, students will explore a chosen play. The students will rehearse a</p>	<p><u>Revision: Component 31 and 45</u></p> <p>By the end of this unit, students will sit Their 2 written papers, Deconstructing texts and Analysing performance.</p> <p>During this unit, students will be revising the content</p>	

	<p>By the end of this unit, students will be able to sit both A level Drama papers, Deconstructing Texts, and Analysing Performance.</p> <p>During this unit, students will spend time consolidating their knowledge on the 3 set texts, as well as experiencing live theatre in preparation for section B. Students will spend time practicing exam style questions.</p> <p><u>Assessment: AP1 Analysing Performance Written Paper (Section B only)</u></p>	<p>performance, focusing on their acting skills. They will prepare a concept pro forma during the rehearsal process.</p> <p><u>Assessment: Exploring and Performing Texts. Concept Pro Forma plus performance to visiting examiner</u></p>	<p>and practicing 15 and 30 mark answers.</p> <p><u>Assessment: Component 31 Analysing Performance. Written exam 2 hours 15 minutes (20%) Component 45 Deconstructing texts for performance. Written exam 1 hour 45 minutes (20%)</u></p>	
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