

# Drama Curriculum map 2022/23

Year 7	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge (NC driven)</b>	<p>Basic Skills Unit: Understanding and exploring drama techniques in various performance tasks and settings.</p> <p>Due to new updates of changing back to a 3-year KS3 Drama in Year 7 will be taught every other week alongside English and by that specific member of staff (termly carousel)</p> <p>The introduction to the basic skills unit enables students to have an insight to what the subject is about, how to work as a team in various workshops and performance tasks</p> <p>The unit will allow students to express themselves and build their confidence in a new subject.</p> <p>Students will understand how to rehearse, perform, give verbal feedback and complete self-evaluation forms.</p> <p>This unit will get Year 7 ready for Drama in Y8/Y9 and outline expectations within the subject.</p> <p>All pupils will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.</p> <p>Pupils will understand the definition of each basic skill learnt throughout the unit, practically and verbally</p>					
<b>Topic/ Resources e.g txts, experiments, material area, sport etc</b>	Drama Skills/Key Techniques (termly carousel)	Drama Skills/Key Techniques (termly carousel)	Drama Skills/Key Techniques (termly carousel)	Drama Skills/Key Techniques (termly carousel)	Drama Skills/Key Techniques (termly carousel)	Drama Skills/Key Techniques (termly carousel)
<b>Assessment</b>	<p>Assessment will take form of classroom observation whilst students are devising, performing or assessing in drama in order to determine the quality of their work and how they are meeting learning outcomes.</p> <p>Students will use a performance checklist to ensure all aspects have been considered for the practical.</p> <p>Peer/teacher constructive feedback given weekly.</p>					

# Drama Curriculum map 2022/23

	<p>It also will take the form of questioning, during and after performances, in order to make sure students are understanding their journey and concept</p> <p>Completing a self-assessment form at the end of the unit, this will help student and teacher to see the progress of each student</p> <p>Baseline Assessment (end of year Google Forms)</p>
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Year 8	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge (NC driven)</b>	Students to understand the horrors of the 1912 world tragedy through a variety of tasks which explore delivery of different emotions in performances.	Students understand what verbatim theatre means and how to explore a sensitive topic through a variety of performance tasks and skills.	Students will understand the contextual and historical contexts of Blood Brothers through a variety of workshops. And how to work with/explore a well-known script.	Students will develop script exploration, memorising lines and creating characteristics based on Our Day Out.	Students to be introduced to a new unit of comedy performance and to understand how to sustain a role using exaggeration and clear facial expressions.	Students to explore themes of DNA and to explore a sinister genre of a scripted performance throughout character development and story-telling.
<b>Topic/ Resources e.g txts, experiments,</b>	Titanic	Hillsborough	Blood Brothers (scripted text)	Our Day Out (scripted text)	Comedy/Improv	DNA (scripted text)

# Drama Curriculum map 2022/23

material area, sport etc						
<b>Assessment</b>	<p>Assessment will take form of classroom observation whilst students are devising, performing or assessing in drama in order to determine the quality of their work and how they are meeting learning outcomes.</p> <p>Students will use a performance checklist to ensure all aspects have been considered for the practical.</p> <p>Peer/teacher constructive feedback given weekly.</p> <p>It also will take the form of questioning, during and after performances, in order to make sure students are understanding their journey and concept</p> <p>Completing a self-assessment form at the end of the unit, this will help student and teacher to see the progress of each student</p> <p>Baseline Assessment (end of year Google Forms)</p>					
	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
	<b>HT1</b>	<b>HT2</b>	<b>HT3</b>	<b>HT4</b>	<b>HT5</b>	<b>HT6</b>
<b>Key knowledge (NC driven)</b>	Students will explore a new text, N&O across Drama and English, further developing their knowledge and ability to develop characters within a play.		Students will explore the use of props, costume, lighting and sound during a devising unit and will be able to express their original ideas to create different performances.		Year 9 will further focus on developing knowledge around the historical side to drama and to be introduced to practitioners and why theatre is made.	
<b>Resources Topic/ e.g txts, experiments, material area, sport etc</b>	<b>Noughts &amp; Crosses (scripted text)</b>	<b>Noughts &amp; Crosses (scripted text)</b>	<b>Desiving from a stimulus</b>	<b>Desiving from a stimulus</b>	<b>Practical exploration-variety workshops</b>	<b>Practical exploration-variety workshops</b>
<b>Assessment</b>	Assessment will take form of classroom observation whilst students are devising, performing or assessing in drama in					

# Drama Curriculum map 2022/23

	<p>order to determine the quality of their work and how they are meeting learning outcomes.</p> <p>Students will use a performance checklist to ensure all aspects have been considered for the practical.</p> <p>Peer/teacher constructive feedback given weekly.</p> <p>It also will take the form of questioning, during and after performances, in order to make sure students are understanding their journey and concept</p> <p>Completing a self-assessment form at the end of the unit, this will help student and teacher to see the progress of each student</p> <p>Baseline Assessment (end of year Google Forms)</p>
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Year 10	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge</b>	This term Year 10 will be introduced to their BTEC Tech Award in Performing Arts.	The Tech Award is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying acting as part of their	The focus is on four areas of equal importance, which cover the development of key skills such as reproducing repertoire or responding to stimuli.	Students will develop original ideas, rehearsal process and performances.	Students will focus on 3 chosen plays and develop practically and theoretically with the production of rehearsal logbooks, diary entries and performances.	Students will explore three different reportoirs, the historical side to the text and be able to verbally/practically demonstrate their understanding.

## Drama Curriculum map 2022/23

		Key Stage 4 learning.				
<b>Resources Topic/ e.g txts, experiments, material area, sport etc</b>	Introduce Component 1 Blood Brothers unit. Introduce C1 logbook.	Filming Blood Brothers performances and Blood Brothers research PowerPoint.  Introduce Teechers unit	Continue to develop skills, performance workshops, understanding practitioners within Teechers.  Filming Teechers performances and Teechers. Research PowerPoint.	Introduce Curious Incident unit.  Continue to develop skills, performance workshops, understanding practitioners within Curious Incident.	Filming Curious Incident performances and Curious Incident Research PowerPoint.  Finish Component one.	Introduce Component 2.
<b>Assessment</b>	Students will explore short extracts of repertoire in workshops and classes as a performer, allowing them to develop their understanding of the processes, techniques and approaches used, and the interrelationships of constituent features within the created performances,	Rehearsal workshops and recorded performances from 3 different performance styles.	Drama rehearsal workbooks with completed work	Use of the assessment criteria to mark practical tasks and written work.		

# Drama Curriculum map 2022/23

	from one or more of the three performance disciplines.			
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Year 11	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge</b>	Year 11, start component 2, which is focusing on one style working with a specific script and performing to a live audience.	Students will then develop their exploration of a performance, write a review of individual skills and practical exploration and take part in a group video blog (evaluation).  Students also participate in a mock of their final unit, using the brief from the year before.	Skills and techniques learnt from C1 and 2 allow students to explore and create original material for C3 using a brief released from Pearson.	Filming of final performance and 3 logs are completed and sent to Pearson (externally marked).	Students finish the Drama course BTEC May.	
<b>Resources Topic/ e.g txts, experiments,</b>	Continue to develop skills, performance workshops,	Component 2 performance evening. Skills audit logbook/PowerPo	Component 3 material released from board (Pearson)	Component 3. Performance and 3 logs.	Finish May!	

# Drama Curriculum map 2022/23

<b>material area, sport etc</b>	understanding practitioners.	int  C3 mock using last year brief up to Christmas				
<b>Assessment</b>	Mixture of practical, theoretical and filmed rehearsals. One live performance and written evaluation.					

Year 12	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge</b>	<p>Students develop acting methods by exploring different acting styles. They will apply techniques to the development, rehearsal and performance of their practical work.</p> <p>This unit will introduce students to the basic differences of a range of styles of theatre and the approaches of theatre practitioners. Students will take part in workshops that explore acting styles, techniques and</p>		<p>Students will participate in classes and workshops to explore the role of the director including the skills and methods used by three key practitioners whilst directing a script for performance.</p> <p>Students will research, plan and lead all aspects of the production process to rehearse a script for a performance lasting between 4 to 6 minutes.</p>		<p>Students will explore traditional stories and develop techniques in performing existing written pieces to a target audience.</p> <p>Students will consider the role of storytelling in performing arts and develop skills on how to adapt existing stories to meet the needs of specific audiences. Students will develop strong vocal and movement techniques to recreate different characters, moods and settings to support a performance.</p>	

## Drama Curriculum map 2022/23

	practices used by different theatre practitioners in their work.		Ongoing review and self-evaluation throughout this process will also be an important part of their development as director.			
<b>Topic/ Resources e.g txts, experiments, material area, sport etc</b>	Unit 19 Acting Styles	Unit 19 Acting Styles	Unit 15 Theatre Directing	Unit 15 Theatre Directing	Unit 29 Storytelling	Unit 29 Storytelling
<b>Assessment</b>	Powerpoint presentations, research logs, rehearsal notes and performances, evaluations, teacher observation records. Filmed rehearsals and live performances. Written and filmed VIVA (evaluations)					

Year 13	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge</b>	In this unit, students will develop the appropriate skills and techniques for a performance discipline. Students will participate in regular workshops, classes and exercises where they will acquire,		This unit is released by Pearson and students will create an original performance by responding to a brief. This unit is externally marked and will be the last unit Year 13 complete.		<b>Year 13 finish May 2022</b>	



## Drama Curriculum map 2022/23

	practise and develop the necessary technical, practical and interpretative performance skills to help them succeed when performing live to an audience.			
<b>Topic/ Resources e.g txts, experiments, material area, sport etc</b>	Unit 34 <b>Mandatory unit</b>	Unit 3 Group performance workshop <b>External unit</b>	N/A	N/A
<b>Assessment</b>	Students will develop and apply technical performing arts skills and techniques to produce a recorded performance.	Recorded of their final performance sent off to Pearson for marking.	N/A	N/A