

# Bede Academy

## Drama Curriculum Map



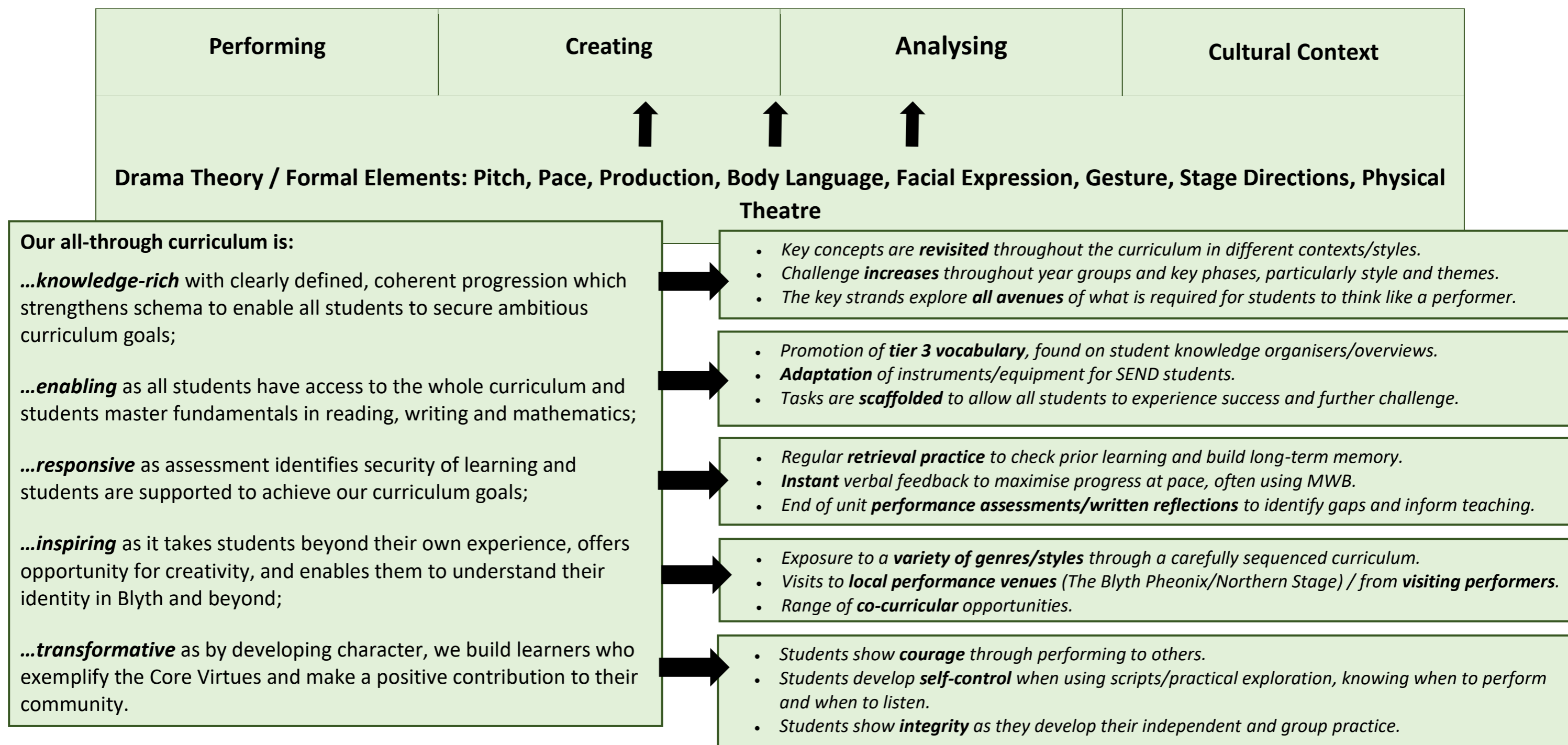
# Drama Curriculum Map

*Drama enhances our lives and those of others through performance, creativity, and the medium of artistic expression. Our ambition is to engage and inspire students to develop a love of drama and their talent as actors, and so increase their self-esteem, creativity and sense of achievement.*

As we identify the key knowledge students should master in **drama**, we think carefully about *how* we want students to think as **dramatists**. We want students to:

- perform, watch, review and evaluate drama across a range of historical periods, genres, styles and traditions, including the works of famous authors, playwrights and practitioners
- learn to express and to use their voices, to create and devise their own work on their own and with others, have the opportunity to engage in extracurricular opportunities and to progress to the next level of dramatic excellence
- understand and explore how drama is created and communicated, including through the interrelated dimensions: pitch, pace, dynamics, tempo, body language, facial expression, structure and appropriate written formats

The **drama** curriculum is sequenced around the following key concepts:





# Drama Curriculum Map

Year Group	Curriculum Units				
7	Ready Set Skills	Charlie and the Chocolate Factory			
8	Skills Revisit	Horrible Histories			
9	Styles of Performance	Missing Dan Nolan			
10	Getting to know You	Unit 2		Acting, Singing and Dancing Workshops	
11	Unit 1		Unit 3		
12	Skills and Techniques	Comp 2 – mono/duo, Group Perf	Comp 1	Comp 3 – Live, Machinal, Brecht	
13	Comp 3 - Antigone	Comp 2 – mono/duo, Group Perf	Comp 3		



# Drama Curriculum Map

Year 7	Unit	Ready Set Skills	Charlie and the Chocolate Factory
	Key Concepts	Drama Theory Performing Creating Analysing	Drama Theory Performing Creating Analysing
	Prior Learning	N/A	Year 7: Ready Set Skills Build on use of Magic 3 Build on use of 3 P's Build on creativity and script writing Build on stage awareness
	Key Knowledge	<p><b>Substantive</b> What is the purpose of body language, facial expression and gesture? Why use Physical Theatre in performance? How do we tell a story accurately? How do we utilise every member of our ensemble?</p> <p><b>Disciplinary</b> Employing self-control during independent and group tasks How do the experiences of a character affect the presentation of themselves?</p>	<p><b>Substantive</b> Can we use the correct format for script writing? Can we include appropriate dialogue and stage directions?</p> <p><b>Disciplinary</b> Can we assign roles within our group and make decisions that may need compromise? Can we use production elements in a responsible and impactful way?</p>
	Next Steps	Year 8: Skills Revisit	Year 8: Horrible Histories



# Drama Curriculum Map

Year 8	<b>Unit</b>	<b>Skills Revisit</b>	<b>Horrible Histories</b>
	<b>Key Concepts</b>	Drama Theory Performing Creating Analysing	Drama Theory Performing Creating Analysing
	<b>Prior Learning</b>	Year 7: Ready Set Skills Build on use of Magic 3 Build on use of 3 P's Build on creativity and script writing Build on stage awareness	Year 8: Skills Revisit build upon script writing skills Link to prior knowledge from History in Y7 Build on group/ensemble skills – collaboration Build on use of production elements
	<b>Key Knowledge</b>	<p><b>Substantive</b> Can students remember the definitions of key words? Can they apply these in performance? What is it to be a good group member? What does this look like? How can we use slow motion effectively in performance?</p> <p><b>Disciplinary</b> Can students continue to follow Drama space etiquette and use a script appropriately? Demonstrate positive qualities in a group dynamic and recognise this in others. Can students demonstrate physical control to utilise slow motion?</p>	<p><b>Substantive</b> What is slapstick and how can it be performed successfully? Can students write in the correct format for script writing? Can students honestly and accurately reflect on their time in the lessons?</p> <p><b>Disciplinary</b> Can students follow strict instruction regarding slapstick comedy? Can students evenly distribute workload and ensure all are participating? Can students conduct themselves safely with props and costume? Can students write in full sentences taking pride in their work and use of key vocab?</p>
	<b>Next Steps</b>	Year 9: Styles of Performance	Year 9: Missing Dan Nolan



# Drama Curriculum Map

Year 9	<b>Unit</b>	Styles of Performance	Missing Dan Nolan
	<b>Key Concepts</b>	Drama Theory Performing Creating Analysing	Drama Theory Performing Creating Analysing
	<b>Prior Learning</b>	Year 8: Skills Revisit Build on use of Magic 3 Build on use of 3 P's Build on creativity and devising Build on stage awareness	Year 9: Styles of Performance build upon analysis skills Link to prior knowledge from Physical Theatre Build on group/ensemble skills – collaboration Build on use of production elements
	<b>Key Knowledge</b>	<p><b>Substantive</b> What is Physical Theatre? How do we perform it in a meaningful way to an audience? What skills are required? (fully body participation, vocal expression, use of ensemble, exaggerated/stylised movement) What is Naturalism? How do we stay focused in performance to convince the audience we are the character? What skills are required? (subtle use of voice and movement, realistic portrayal, authentic and emotionally led)</p> <p><b>Disciplinary</b> How can we perform a range of styles successfully? Can students appropriately analyse a given scene? Can students remain in character without corpsing?</p>	<p><b>Substantive</b> Do students understand the meaning of a verbatim play? Can they adapt their performance to show understanding of delivery? Can students select appropriate performance skills to stay true to the style of the play in performance?</p> <p><b>Disciplinary</b> Can students explore more mature and sensitive material in a respectful and considerate way? Can they show empathy and understanding of another person's perspective? Can they understand the context of the piece and relate it to the world in which they live?</p>
	<b>Next Steps</b>	Year 10: Unit 2 Creating	Year 10: Unit 1 Performing



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Year 10	<b>Unit</b>	<b>Getting to Know You</b>	<b>Unit 2 - Creating</b>	<b>Workshops</b>	<b>Unit 1 - Performing</b>
	<b>Key Concepts</b>	Drama Theory Performing Creating Analysing Context	Drama Theory Performing Creating Analysing Context	Drama Theory Performing Creating Analysing Context	Drama Theory Performing Creating Analysing Context
	<b>Prior Learning</b>	Year 9: Styles of Performance build upon analysis skills Link to prior knowledge from Physical Theatre Build on group/ensemble skills – collaboration Build on use of production elements Year 8: Skills Revisit Build on use of Magic 3 Build on use of 3 P's Build on creativity and devising Build on stage awareness	Year 10: Getting to know you Application of skills Selection of appropriate skills and style Practitioner knowledge Application of written analysis	Year 10: Getting to know you Application of skills Selection of appropriate skills and style Practitioner knowledge	Year 10: Getting to know you Application of skills Selection of appropriate skills and style Practitioner knowledge Application of written analysis Year 10: Unit 2 Understanding of coursework structure Awareness of WJEC format re. brief and candidate pack Experience of performance exam
	<b>Key Knowledge</b>	<b>Substantive</b> Can students recall key vocab from KS3? Can students recall key techniques? Can students perform confidently alone and with others? <b>Disciplinary</b> Can students delegate roles and responsibilities? Can students stay on task – self-control? Can students tackle more mature topics with maturity?	<b>Substantive</b> Can students identify and select appropriate performance styles? Can students identify and select appropriate skills? Can students link ideas to a brief? <b>Disciplinary</b> Can students demonstrate time management skills? Can students set appropriate targets and evaluate effectiveness?	<b>Substantive</b> Can students perform a script with the appropriate performance style? Do students have a command of vocal ability? Do students have a command of physical ability? Are students able to demonstrate dance skills? <b>Disciplinary</b> Can students appropriately reflect on their own work and the work of others? Can students identify their own strengths and weaknesses?	<b>Substantive</b> Can students identify and select appropriate performance styles? Can students identify and select appropriate skills? Can students link ideas to a brief? <b>Disciplinary</b> Can students demonstrate time management skills? Can students set appropriate targets and evaluate effectiveness?
	<b>Next Steps</b>	Year 11: Unit 1	Year 11: Unit 1	Year 11: Unit 1	Year 11: Unit 3



# Drama Curriculum Map

Year 11	Unit	Unit 1 - Performing	Unit 3 – Performing Arts in Practice
	Key Concepts	Drama Theory Performing Creating Analysing Context	Drama Theory Performing Creating Analysing Context
	Prior Learning	<b>Year 10: Getting to know you</b> Application of skills Selection of appropriate skills and style Practitioner knowledge Application of written analysis <b>Year 10: Unit 2</b> Understanding of coursework structure Awareness of WJEC format re. brief and candidate pack Experience of performance exam	<b>Year 10/11: Unit 1</b> Application of skills Selection of appropriate skills and style Practitioner knowledge Application of written analysis Understanding of coursework structure Awareness of WJEC format re. brief and candidate pack Experience of performance exam
	Key Knowledge	<b>Substantive</b> Can students identify and select appropriate performance styles? Can students identify and select appropriate skills? Can students link ideas to a brief? <b>Disciplinary</b> Can students demonstrate time management skills? Can students set appropriate targets and evaluate effectiveness? Can students appropriately reflect on their own work and the work of others? Can students identify their own strengths and weaknesses?	<b>Substantive</b> Can students identify and select appropriate performance styles? Can students identify and select appropriate skills? Can students link ideas to a brief? Do students understand the variety of roles within the Performing Arts industry? Do students understand how they work together? <b>Disciplinary</b> Can students demonstrate time management skills? Can students set appropriate targets and evaluate effectiveness? Can students appropriately reflect on their own work and the work of others? Can students identify their own strengths and weaknesses? Can students present a formal presentation to a panel of professionals?
	Next Steps	Year 11: Unit 3	Year 12: Skills and Techniques



# Drama Curriculum Map

Year 12	Unit	<b>Skills and Techniques</b>	<b>Component 1 - Devising</b>	<b>Component 2 – Text in Performance</b>
	Key Concepts	Drama Theory Performing Creating Analysing Context	Drama Theory Performing Creating Analysing Context	Drama Theory Performing Creating Analysing Context
	Prior Learning	<b>Year 10/11: Unit 1</b> Application of skills Selection of appropriate skills and style Practitioner knowledge Application of written analysis Understanding of coursework structure Awareness of WJEC format re. brief and candidate pack Experience of performance exam	<b>Year 12: Skills and Techniques</b> Exploration of Given Circumstances Movement skills Improvisation techniques and strategies Creativity, imagination and symbolism Breath work, emphasis, pace and articulation Physical Theatre revisit	<b>Year 12: Comp 1</b> Creation of original work inspired by an existing text Application of a practitioner style and format Development of academic writing style Independent performance and additional learning Metacognition regarding how to answer an academic essay question Experience of high-level performances to set the standard for student work
	Key Knowledge	<b>Substantive</b> Can students identify a range of performance styles? Can students identify and apply a range of performance/stage layouts? Can students extract meaning from both classical and contemporary texts? Can students perform with confidence and understanding? <b>Disciplinary</b> Can students collaborate effectively with other peers? Can students take risks in performance? Can students appropriately reflect on their own work and the work of others? Can students identify their own strengths and weaknesses and act upon staff and peer feedback?	<b>Substantive</b> Can students select and identify appropriate performance styles? Can students select appropriate performance strategies to convey meaning effectively? Can students consider a range of performer and production elements and analyse and evaluate effectively? <b>Disciplinary</b> Can students demonstrate time management skills? Can students set appropriate targets and evaluate effectiveness? Can students appropriately reflect on their own work and the work of others? Can students identify their own strengths and weaknesses and act upon staff and peer feedback?	<b>Substantive</b> Can students select and identify appropriate performance styles? Can students select appropriate performance strategies to convey meaning effectively? Can students consider a range of performer and production elements and analyse and evaluate effectively? <b>Disciplinary</b> Can students work independently towards a solo performance? Can students research/conduct wider reading to enhance their understanding of play style/playwright's intentions? Can students adhere to the assessment criteria regarding staging of their piece as well as time constraints and restrictions on text choice?
	Next Steps	Year 12: Comp 1	Year 13: Comp 2 and 3	Year 13: Comp 2 continued and 3



# Drama Curriculum Map

Year 13	Unit	<b>Component 2 – Text in Performance</b>	<b>Component 3 – Interpreting a Performance Text</b>
	Key Concepts	Drama Theory Performing Creating Analysing Context	Drama Theory Performing Creating Analysing Context
	Prior Learning	<b>Year 12 Comp 1 and 2:</b> Creation of original work inspired by an existing text Application of a practitioner style and format Development of academic writing style Independent performance and additional learning Metacognition regarding how to answer an academic essay question Experience of high-level performances to set the standard for student work Y12 AP1 and 2 to inform revision and lesson planning to aid development	<b>Year 12 Comp 1 and 2:</b> Application of a practitioner style and format Development of academic writing style Metacognition regarding how to answer an academic essay question Experience of high-level performances to set the standard for student work Y12 AP1 and 2 to inform revision and lesson planning to aid development Development of personal style/themes/ideas to apply to their own production concept Presentations of said concept to a panel to develop ideas further to aid exam practice and revision
	Key Knowledge	<p><b>Substantive</b> Can students select and identify appropriate performance styles? Can students select appropriate performance and production strategies to convey meaning to an audience effectively? Can students consider a range of performer and production elements and analyse and evaluate effectively? Can students create a performance that stays true to the writer’s intentions and show command and control in performance?</p> <p><b>Disciplinary</b> Can students stick to line learning deadlines? Do students know how to memorise lines effectively? Can students structure their own rehearsal time away from lessons to maximise performance/academic outcomes? Can students work effectively together in a group context for an extended period of time?</p>	<p><b>Substantive</b> Can students select and identify appropriate performance styles? Can students select appropriate performance and production strategies to convey meaning to an audience effectively? Can students consider a range of performer and production elements and analyse and evaluate effectively? Can students create a performance that stays true to the writer’s intentions and show command and control in performance? Can students utilise/ignore OPC of chosen Section C text and justify their creative choices?</p> <p><b>Disciplinary</b> Can students plan for and carry out effective revision? Can students follow a structure/format for answering exam essay questions? Can students continue with wider reading/revisiting of key texts in independent study time? Can students adhere to strict exam guidelines regarding notes for the exam and text copies?</p>
	Next Steps	Further education/performing arts college/employment	Further education/performing arts college/employment