

Drama curriculum map (Key stage 4 and 5)

	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
GCSE (KS4 year 10 and 11)	<p>Introduction- Students develop their knowledge, understanding and skills for the course. This should be an on-going development process.</p> <ul style="list-style-type: none"> vocal and physical skills creation of character communication of creative intent to an audience understanding of style, genre and theatrical conventions. use of design skills to contribute and support the performance as a whole understanding of practical application and production elements. Students develop skills for recording their ideas for performance as well as underpinning skills such as analysis and evaluation. Students see a piece of live theatre and develop their analysis and evaluation skills. <p>Component 3: Theatre makers in practice- Students start looking at an overview of their chosen set text, practically exploring extracts from it.</p>	<p>Component 1: Devising In groups, students explore a range of stimuli and begin developing their devising skills.</p> <p>A portfolio for recording the creation and development of their devised work is introduced and they begin to record their ideas and how they have been developed as part of their exploration.</p> <p>Students are given the stimuli that their assessment will be based on.</p> <p>In groups students devise their own piece of work based on the stimulus.</p> <p>Students begin their portfolio of evidence detailing their devising process.</p>	<p>Component 1: (continued)</p> <p>The performances /design realisations for the piece are finalised and performed.</p> <p>These are assessed by the teacher.</p> <p>Students analyse and evaluate the devising process and the performance in their portfolio.</p> <p>Component 3: Theatre makers in practice Students start looking at an overview of their chosen set text, practically exploring extracts from it.</p>	<p>Component 3: (continued)</p> <p>Students continue looking at their set text and develop skills for interpreting the text as a director, performer and designer.</p> <p>Students go to see a piece of live theatre. Theatre visit evaluation notes prepared.</p> <p>Component 2: Performance from text Students explore their chosen text and select their extracts for performance.</p> <p>Students develop their performances or designs for their chosen extracts.</p>	<p>Component 2: (continued)</p> <p>Students continue to develop their performances or designs for their chosen extracts.</p> <p>The performances /design realisations for the pieces are finalised and performed (rationale) These are assessed by a visiting examiner.</p> <p>Component 3: Theatre makers in practice Students begin to revise their exploration of the set text.</p>	<p>Component 1: Devising Internally assessed work is sent for moderation.</p> <p>Students complete and revise their live theatre evaluation notes (500 words)</p> <p>Students continue to revise the set text they have studied (C3 The Crucible)</p> <p>Students sit the external examination in May/June.</p>

Drama curriculum map (Key stage 4 and 5)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A level (KS5 year 12 and 13)</p>	<p>Introduction to drama and theatre studies. Students explore how theatre makers effectively use drama skills to communicate with an audience.</p> <p>Introduction to theatre practitioners</p> <ul style="list-style-type: none"> - Stanislavski - Boal - Brecht - Artaud - Frantic Assembly <p>Component 3 -Section B</p> <p>Students to be introduced to the set text (from List A) that will be practically explored for their external examination (That Face)</p> <p>Students explore the text as theatre makers, including performer and designer considerations.</p> <p>Component 3 -Section A</p> <p>Students to see live theatre and build on their evaluation skills (digital theatre?)</p>	<p>Component 1 Devising</p> <p>Students begin the exploration of an extract from a performance text in light of the work of a key theatre practitioner (text TBC)</p> <p>Devising skills developed using the extract and practitioner as stimuli.</p> <p>As a group, students devise their own piece of work based on the extract and practitioner.</p> <p>Students begin their portfolio of evidence detailing their devising process- portfolio questions saved in studentshare.</p>	<p>Component 1 Devising</p> <p>The performances/design realisations for the piece are finalised and performed.</p> <p>These are assessed by the teacher.</p> <p>Students analyse and evaluate the devising process and the performance in their portfolio.</p> <p>Students sit a mock examination (C3 section A and B)</p> <p>Summer work- Component 3 Section C- Lysistrata</p>	<p>Component 3 Section C- Lysistrata</p> <p>Students are introduced to the set text that will be explored for their external examination</p> <p>Students are introduced to the work of the practitioner that they have chosen (Brecht)</p> <p>Students create their director's concept of the text reimagined for a contemporary audience using the ideas of the practitioner.</p> <p>Students see another live theatre and further build on their evaluation skills.</p> <p>Component 2- performance</p> <p>Students select a performance text and develop a monologue/ duologue performance or design for an extract from it.</p>	<p>Component 2- performance</p> <p>The monologue /duologue performances/design realisations are also performed. These are assessed by a visiting examiner.</p> <p>Students start to work on a group performance of an extract from another performance text to those used for the devising stimulus and the monologue/ duologue.</p> <p>The group extracts performances/design realisations are finalised and performed. These are assessed by a visiting examiner.</p>	<p>Component 3- revision</p> <p>Students revise the two set texts they have explored over the course.</p> <p>Students prepare their live theatre evaluation notes.</p> <p>Internally assessed work is prepared for moderation.</p> <p>Students sit the external examination in May/June.</p>
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