



Curriculum Learning Map 2016-2017: Drama

	Term 1-1 22 nd Aug- 14 th Oct	Term 1-2 29 th Oct – 16 th Dec	Term 2-1 9 th Jan – 17 th Feb	Term 2-2 27 nd Feb – 7 th Apr	Term 3-1 24 th Apr – 26 th May	Term 3-2 5 th June– 5 th Jul
Year 7	Shakespeare Drama Challenge <i>Introduction to drama</i> Spies and Secrets	<i>Conventions of the Theatre</i> Pantomime	<i>Storytelling</i> Myths and Legends	<i>Working with a Script/ Storytelling</i> ‘Mama Yankee’	<i>Historical Theme</i> The Evacuees	<i>Introduction to Shakespeare</i> ‘The Tempest’
Year 8	Shakespeare Drama Challenge <i>Physical Comedy</i> Silent Movies/Commedia	<i>Physical Theatre/Teacher in Role</i> Darkwood Manor	<i>Creating drama</i> Devising	<i>Social Theatre</i> PHSE Connection/Link The Joe Project	<i>Working with a Script</i> Working from Extracts	<i>Shakespeare re-visited</i> Julius Caesar – link to English curriculum
Year 9	<i>Introduction to GCSE Drama standards</i> Commedia dell’arte	<i>Physical Theatre</i> Silent Movies	<i>Historical Theme/Issue</i> Impact of War	<i>Working with playtext</i> ‘Blood Brothers’	<i>Preparation for GCSE</i> Devising for Live Performance And Theatre Practitioners	<i>Preparation for GCSE</i> Devising for Live Performance And Theatre Practitioners



<p>Year 10</p>	<p>Introduction period Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This should be an on-going development process. This will include:</p>	<p>Students participating in workshops to develop the drama skills and techniques required for devising and text-based work. Students developing skills for recording the development of their ideas for performance as well as underpinning skills such as analysis and evaluation.</p>	<p>Component 1: Devising In groups, students explore a range of stimuli and begin developing their devising skills. 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.</p>	<p>Students are given the stimuli that their assessment will be based on. In groups students devise their own piece of work based on the stimulus. Students begin their portfolio of evidence detailing their devising process.</p>	<p>Component 1: (continued) The performances /design realisations for the piece are finalised and performed. These are assessed by the teacher. Students analyse and evaluate the devising process.</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>Year 11</p>	<p>Component 3: (continued) Students continue looking at their set text and develop skills for interpreting the text as a director, performer and designer. 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. Students develop their performances or designs for their chosen extracts.</p>	<p>Component 2:(continued) Students continue to develop their performances or designs for their chosen extracts. The performances /design realisations for the pieces are finalised and performed. 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>Internally assessed work is sent for moderation. Students prepare their live theatre evaluation notes. Students continue to revise the set text they have studied. Students sit the external examination in May/June.</p>	<p style="background-color: black; color: black;">[Redacted]</p>