

GSA Curriculum Map 2019-20: Drama

Intent statement for Drama:

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches.
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation.
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Topics	'Charlie'	'Ishi'	William Towers'	William Towers'/Drama Skills	Drama Skills	Drama skills/Advert challenge
Skills	Basic Drama skills and building performance confidence, group skills	Building drama conventions. Cultural/Historical topic, Performance confidence, group skills	Building Drama convention. Character led historical/empathy theme. Naturalistic Drama Performance confidence, group skills	Building Drama convention. Character led historical/empathy theme. Naturalistic Drama. Performance confidence, group skills	Acting skills. Improvisation skills, character building. Confidence as presented/performer. Naturalistic Improvised performance work	Creative thinking, problem solving, Team work. Using drama skills, performance confidence pulling together skills used across the year
Links	NC 6.2 Spoken Language	NC 6.2 Spoken Language	NC 6.2 Spoken Language, 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language
Year 8						
Topics	Rosa Parks	Xmas Carol	Comedy	Comedy	Greek Theatre	Greek theatre
Skills	Exploration of a historical story, Developing empathy for a range of characters/opinions and scenarios. Using drama conventions to build a meaningful performance.	Explore drama techniques and conventions used in atmospheric story-telling. Change written word into performance. How to use stage lights. Non-naturalistic performance.	Students review a range of comedy style performance work, analyse the differences and performing skills required. Students follow a predetermined routine plan to create a stylised piece of performance work. Opportunities to develop their own ideas are included		Students explore the features of Greek Theatre, ranging from history to the style of performance. Focus on the skills of the Chorus and the team unity required in a stylised performance piece. Students use the story of Antigone to develop performance work using a range of non-naturalistic drama conventions.	
Links	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing
Year 9						

Topics	'Guernica'	Abstract Theatre	Scripted Theatre - DNA	Scripted Theatre - DNA	GCSE Taster	GCSE Taster
Skills	Topic investigation, abstract and physical theatre focus. Group work.	Using own topic as the stimulus to build own version of abstract performance work	Script reading. Character identification and work on theme and plot development. Naturalistic performance from a script, requires line learning. **This play is the one studied in GCSE Drama		Students are given freedom to select their own topic and to create a performance piece using the skills and strategies they were taught during KS3. A final Hurrah to their KS3 drama training	
Links	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing

Year 10

Topics	Practitioners knowledge	Practitioner Knowledge/ Comp 1 'Devising Theatre' (page 8)	Comp 1 'Devising Theatre'	Comp 1 'Devising Theatre' / Comp 3 'Interpreting Theatre' (page 18) prep	Comp 3 prep 'Interpreting Theatre'
Skills	Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski and Berkoff.	Students explore the practitioner theory and practice of Theatre in Education. Students are grouped to respond to a stimulus, and to devise their own performance work using the theory of the selected practitioner. Students must also develop an online log, written document to support their performance work, which is assessed alongside the performance.		Component 1 preparations continue upto the performance date. Comp 1 is worth 40% of GCSE Grade	Students are introduced to set text DNA by Dennis Kelly. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down
Links	AO1 (Pg 21) - Create and develop ideas to communicate meaning for theatrical performance AO2 - Apply theatrical skills to realise artistic intentions in live performance AO4 - Analyse and evaluate their own work and the work of others.				AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others

Year 11

Topics	Comp 3 prep 'Interpreting Theatre'	Comp 3 prep 'Interpreting Theatre' / comp 2 'Performing from a text' (page 13) prep	Comp 2 Prep 'Performing from a text'	Comp 2 prep 'Performing from a text' / Comp 3 prep 'Interpreting Theatre'	Comp 3 Prep 'Interpreting Theatre'
Skills	Focus on Live Theatre Review. Critical analysis skills. Forming opinion. Responding to possible set questions	Working in small groups working on a scripted performance. LineLearning. Page to stage techniques. Rehearsal techniques. Naturalistic performance work. Confidence in role	Working in small groups working on a scripted performance. LineLearning. Page to stage techniques. Rehearsal techniques. Naturalistic performance work. Confidence in role	Continued work up to the examination date. Shift focus back to Live theatre review task for examination	Students are introduced to set text DNA by Dennis Kelly. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down
Links	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others	AO2 - Apply theatrical skills to realise artistic intentions in live performance		AO2 - Apply theatrical skills to realise artistic intentions in live performance AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others

			their own work and the work of others	
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Year 12					
Topics	Practitioner Knowledge and experimentation (Comp 1 pg12) "Theatre Workshop"	Comp 1 "Theatre Workshop" Set text Study Begin devising process	Comp 1 "Theatre Workshop" devising process, Report Writing and Evaluation	Comp 3 pg21 "Text In Performance"- Set Text Sect C - initial Study	Comp 3 "Text In Performance" Set Text Sect A - Hedda Gabler
Skills	Research and practical exploration tasks of a range of practitioners, (Actual practitioners studied will be determined by cohort) Stanislaski, Brecht, Artaud, Boal, Commedia Dell'Arte, Frantic Assembly, Gecko, KneeHigh Theatre, Punch Drunk, Verbatim Theatre.	Set text (selected pg31) for cohort) will be studied. Historical and social content will be examined alongside the development of performance research and idea development.	Devising Process and reinterpretation of text will be completed and performance to a live audience for assessment (20% of ALevel)	Study into a play set by the board 'The Curious Incident of the Dog in the Night Time' Study of the play as a whole, the social and cultural aspects and general design will be addressed prior to section of study to be released in Spring of yr13	Study of Pre-1956 text Hedda Gabler. Review social and cultural aspects of the play. Explore roles of and ideas for Actor, director and designer. Exam writing styles and practice.
Links	AO1 (pg24) Make connections between dramatic theory and practice AO2 Realise artistic Intentions AO3 understanding of how drama and theatre is developed and performed			AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	

Year 13					
Topics	Comp 2 (pg16) "Text in Action" Selection of texts, initial ideas, development and devising. Performance and report writing		Comp 3 "Text In Performance" Set Text Sect B - Accidental Death of an Anarchist	Comp 3 "Text In Performance" Set Text Sect C - Curious Incident - released material preparation - General Examination Preparation	Comp 3 "Text In Performance" Examination Practice
Skills	Working within teams, learners develop a scripted and a devised performance using Two differing practitioner approaches. (learners responsible for selecting the text and theme of devised - linking to a board set stimuli) Hard skills will be determined by the selected practitioners. Learners will maintain a working diary and evidence of the developing practical work, which will be used to create the supporting written document. Live performance examination (40%) will take place (date determined by exam board) with the report submitted within 5 working days. Where the practical exam has taken place, the curriculum will move forward to Comp 3 focus.		Study of Post-1956 text Accidental Death of an Anarchist. Review social and cultural aspects of the play. Explore roles of and ideas for Actor, director and designer. Exam writing styles and practice.	Detailed preparation of the pre-released section of the play for the examination Exam writing styles and practice.	Exam writing styles and practice.
Links	AO1 Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice		AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed		

	AO2 Apply theatrical skills to realise artistic intentions in live performance	AO4 Analyse and evaluate their own work and the work of others
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