



Curriculum Map 2024-25 – Drama



TERM					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p>Baseline Assessment, Fairy Tales and Charlie and the Chocolate Factory</p> <p>Learning skills and techniques:</p> <ul style="list-style-type: none"> • basic structure and purpose of drama • working as a team • developing confidence • basic movement and vocals, storytelling, narration • characterisation • physical theatre 	<p>Roses of Eyam and Pantomime</p> <p>Learning skills and techniques:</p> <ul style="list-style-type: none"> • working as a class in discussion and performance • Improvisation • conscience ally • tableaux • developing confidence • storytelling • narration • physical theatre • pantomime conventions 	<p>The Zutons</p> <p>Study stimulus based theatre, exploring structure and staging, as well as exploring levels of tension and age.</p> <p>Script writing and looking at technical elements of theatre performance.</p> <p>Live theatre reviews</p> <p>Embedding the new vocabulary and how to integrate it into all written work. Looking at live performances from an analytical viewpoint and being able to critique.</p>	<p>Devising techniques, working from a range of stimulus and the challenges they create. Working with unfamiliar groups to help forge relationships and enhance learning.</p> <p>Written Responses to live drama, and learning new vocabulary and how to integrate it into all written work. Looking at live performances from an analytical viewpoint and being able to critique.</p>	<p>Devising EXAM-taken December</p> <p>Study of set text 2022 The Tempest 2023 onwards Macbeth</p>
	<p>Personal Development Ensuring that students are: Ready for the personal and social expectations of high school.</p> <p>Respectful of themselves and others (particularly with regard to difference).</p> <p>Safe (confident in their knowledge of how to access help and support.)</p>	<p>Personal Development Rose of Eyam-Develops cultural capital with a historical knowledge. Understanding moral dilemmas and how communities can overcome them. Developing empathy. Decision making.</p> <p>Pantomime- Exploring the LGBTQIA+ community and how they are</p>	<p>Personal Development A stimulus based drama dealing with sense of identity, belonging, dealing with death. Relationship issues between parent/authority and child. Trust in relationships and in oneself. Mental wellbeing. Coming of age.</p>	<p>Personal Development A stimulus based devising dealing with a range of social, emotional, spiritual, political and moral issues.</p>	<p>Personal Development Set Text- looks at how relationships can become toxic. Exploring parent and child relationships as well as romantic relationships. Considers moral dilemmas and working through overcoming them. Examining and identifying coercion.</p>

	Exploring cultural tales and developing a sense of creativity and an ability in responding to a stimulus.	represented in theatre. Building Cultural capital with traditional theatre genres. Exploring cultural tales and developing a sense of creativity and an ability in responding to a stimulus.			
SPRING	<p>Charlotte Dymond and Beowulf</p> <p>Learning skills and techniques: Developing confidence</p> <ul style="list-style-type: none"> • working in small groups • freeze frame • dramatic tension • whole class participation • improvisation • thought-tracking • choral/solo speaking • developing confidence 	<p>Shakespeare and Social Issues</p> <p>Learning skills and techniques:</p> <ul style="list-style-type: none"> • developing confidence • working in small groups • freeze frame • dramatic tension • social context • physical theatre • physicality • gesture 	<p>DNA</p> <p>Studying a 21st C text. Talking modern, relatable themes; bullying/power/identity/responsibility. Looking at new theatre techniques, split stage and all aspects of performance including technical theatre</p>	<p>Preparing performance for live audience.</p> <p>Working on a text chosen by the class teacher, directing and devising as a class in readiness to perform for an invited audience.</p> <p>Study of set text</p> <p>Live theatre reviews</p> <p>Embedding the new vocabulary and how to integrate it into all written work. Looking at live performances from an analytical viewpoint and being able to critique.</p>	<p>Performance from text EXAM- taken April</p> <p>Study of set text</p>
	<p>Personal Development</p> <p>Considers hierarchy and status issues. Cultural capital, exploring world theatre.</p>	<p>Personal Development</p> <p>Considering moral and social dilemmas and ways to overcome them. Potential topics are; homophobia, bullying, racism, family relationships, obsession, health, homelessness and obsession. Exploring how people are viewed. Enabling students to empathise with other</p>	<p>Personal Development</p> <p>A stimulus (both set and unset) based drama dealing with coming of age and a sense of identity/belonging. Being part of a persecuted community and how to protect and defend heritage. Explores death and the Holocaust</p>	<p>Personal Development</p> <p>Set Text- looks at how relationships can become toxic. Exploring parent and child relationships as well as romantic relationships. Considers moral dilemmas and working through overcoming them.</p> <p>Developing skills to learn scripted lines and to contribute to creative</p>	<p>Personal Development</p> <p>Set Text- looks at how relationships can become toxic. Exploring parent and child relationships as well as romantic relationships. Considers moral dilemmas and working through overcoming them.</p>

		groups to consider their own responsibilities to challenge negative labels.		decision making. Learning new coping mechanisms for nerves in the live performance. Understanding a healthy mind and body, to minimise stress.	
SUMMER	<p>Commedia Dell Arte and Wind in the Willows</p> <p>Learning skills and techniques:</p> <ul style="list-style-type: none"> • Physical Theatre • body movement, gesture • storytelling • narration • character development • script writing • foreshadowing • developing confidence 	<p>Silent Comedy and Greek Theatre</p> <p>Learning skills and techniques:</p> <ul style="list-style-type: none"> • story telling • narration • characterisation • freeze frame • dramatic tension • social context • choral/solo speaking <p>foreshadowing within play structure</p>	<p>Documentary Drama</p> <p>Using a real event to inspire a piece of drama. Using facts and verbatim theatre to provide a factual account of real events. Students to choose their own topics and create the set, costume, and props themselves as part of this project. Final performance to be performed for a live invited audience.</p> <p>Anne Frank</p> <p>Looking at the life of Anne Frank for stimulus, and using her journey to inspire scene writing. Performing monologue and looking at foreshadowing and dramatic tension as well as the use of technical mediums to enhance drama.</p> <p>Live theatre reviews</p> <p>Embedding the new vocabulary and how to integrate it into all written work. Looking at live performances from an analytical viewpoint and being able to critique.</p>	<p>Live theatre reviews</p> <p>Embedding the new vocabulary and how to integrate it into all written work. Looking at live performances from an analytical viewpoint and being able to critique.</p> <p>Study of set text</p> <p>Devising EXAM-taken July</p>	<p>Preparation of study of set text and response to live theatre for written EXAM</p>
	<p>Personal Development</p> <p>Charlotte Dymond- Exploring crime and consequences. Decision making. British judicial system. Romantic relationships.</p>	<p>Personal Development</p> <p>Explores traditions and contrasts between cultures. Mental wellbeing within a cultural context.</p>	<p>Personal Development</p> <p>Considering political, moral and social dilemmas and ways to overcome them.</p>	<p>Personal Development</p> <p>Developing skills to learn scripted lines and to contribute to creative decision making.</p> <p>Learning new coping</p>	<p>Personal Development</p> <p>Developing coping mechanisms for the final exam. Trained in revisions and stress management. Understanding a healthy mind and body.</p>

	<p>Wind in the Willows- Explores a sense of identity/ belonging. Being part of a persecuted community. Gang mentality. consequences of actions. Empathy. Kindness.</p>			<p>mechanisms for nerves in the live performance. Understanding a healthy mind and body, to minimise stress.</p> <p>Set Text- looks at how relationships can become toxic. Exploring parent and child relationships as well as romantic relationships. Considers moral dilemmas and working through overcoming them.</p>	
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