CURRICULUM MAP



### Year 7 Drama

								EOY Assessment Point
							HT6:	Key Disciplinary knowledge
						HT5:	Overarching unit Intent:	<ul><li>Unrequited love</li><li>Duologue</li></ul>
					Assessment Point: Summative or AFL	Overarching unit Intent:	Alone and Mime     Are they able to     identify character's	Metamorphosis     KNOWLEDGE
				HT4:	HT3 and HT4 Key disciplinary	Improvisation and Duologues	feelings and identify them with others?	<ul> <li>Stylised storytelling with music</li> </ul>
			HT3:	Overarching unit Intent: Brecht	<ul> <li>knowledge</li> <li>Soundscape</li> <li>Choral speaking</li> </ul>	<ul> <li>Are they able to identify key skills in a performance of a</li> </ul>	<ul> <li>Are pupils able to develop scenarios by use of mime?</li> </ul>	<ul> <li>Soundscape</li> <li>Thought Tunnel</li> <li>Exploration of</li> </ul>
	HT2:	Assessment Point: Summative or AFL	Overarching unit Intent: 'A Midsummer	• Are they able to understand the	<ul><li>Body language</li><li>ALIENATION</li></ul>	<ul><li>monologue and duologue?</li><li>Are pupils able to</li></ul>	<u>KNOWLEDGE</u>	Language <ul> <li>Choral Speaking</li> </ul>
HT1:	Overarching unit Intent:	HT1 and HT2 Key disciplinary	• Are they able to	techniques used by Brecht? • Are they able to	Key concepts Movement with music	show empathy through their drama presentation	<ul> <li>Empathy</li> <li>Melodrama</li> <li>Crosscutting</li> </ul>	<ul><li> Ability to identify key points to a play.</li><li> Body movements with</li></ul>
Overarching unit Intent:	ICT & STORYTELLING • Are they able to	<ul> <li>knowledge</li> <li>Spatial awareness</li> </ul>	appreciate the language used by Shakespeare?	appreciate different playwrights?	<ul> <li>Character improvisation</li> <li>Conscience alley</li> <li>Off-script work</li> </ul>	knowledge?	ASSESSMENT	arguments ASSESSMENT
• Are they able to	<ul><li>produce a film trailer</li><li>using ICT?</li><li>Are they able to analyse</li></ul>	<ul> <li>Script storytelling</li> <li>Synchronisation</li> <li>Performance skills</li> </ul>	<ul> <li>Are they able to understand the</li> </ul>	KNOWLEDGE • Use of placards	<u>ASSESSMENT</u>	KNOWLEDGE     Use of duclogues     Emnathy and ability	Culture     Single parents     Materialism	• End of Task assessment by teacher.
illustrate creativity in their own thoughts and show understanding of	how drama can be used to illustrate this?	Key concepts	storyline of 'A Midsummer Night's Dream'?	<ul> <li>Understanding of the plot concerning 'The Caucasian Chalk Circle'.</li> </ul>	<ul> <li>Reflection and understanding</li> <li>Formative assessment</li> </ul>	to use historical facts as stimuli	<ul> <li>Feeling of loss and neglect</li> <li>Runaways and bullying.</li> </ul>	<ul><li>Written evaluation and reflection by pupil.</li><li>Continued verbal</li></ul>
<ul><li>a performance?</li><li>Are they able to experiment with music?</li></ul>	KNOWLEDGE • STORYBOARD and ICT	<ul><li>Movement</li><li>Tone</li><li>Narration</li></ul>	KNOWLEDGE	<ul> <li>Use of symbols</li> <li>Exploration of themes within play.</li> </ul>	in lesson- teacher and pupil assessment in partner and group	ASSESSMENT     Performance-based	i hanawayo ana banying.	feedback in lesson by teacher and peers.
KNOWLEDGE	knowledge Soundscape Improvisation skills	<ul><li> Polished performance</li><li> Introduction of games</li></ul>	Literacy skills     Plot exploration	<u>Culture</u>	performances.	assessment in pairs Culture		
<ul> <li>Body language</li> <li>Mirror work</li> <li>Creation of ensemble</li> </ul>	<ul><li>Hot seating</li><li>Poems as stimulus</li></ul>	<u>BASELINE</u> ASSESSMENT	<ul> <li><u>Culture</u></li> <li>Relating to family</li> </ul>	<ul> <li>Parental care and attachment.</li> <li>Civil war</li> </ul>		• Veganism • War		
work • Expression	• Historical nursery	Summative     Assessment – individual     performance marked	relationships • Unrequited love • Parental control			Computer games		
• Cross-Curricular English	<ul><li>rhymes and questioning</li><li>Rules of Fair Play.</li></ul>	by teacher – written feedback given which pupils comment on.						
reading skills		Graded in relation to KS3 target (+ = -)						
		<ul><li>Reflection and understanding</li><li>Formative assessment</li></ul>						
		in lesson and teacher- pupil assessment						

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### Year 8 Drama

								EOY Assessment
								Point
							HT6:	Key Disciplinary
							Overarching unit	<ul> <li>knowledge</li> <li>Unrequited love</li> </ul>
						HT5:	Intent:	<ul> <li>Onrequited love</li> <li>Duologue</li> </ul>
					A	Overenshing unit	Metamorphosis and	Metamorphosis
					Assessment Point:	Overarching unit Intent:	Duologue	
					Summative or AFL	Romeo and Juliet/	Are they able to	<u>KNOWLEDGE</u>
				HT4:	HT3 and HT4 Key disciplinary	Metamorphosis	consider Berkoff's	Stylised storytelling
					knowledge	Are they able to explore	intentions and characters in his	with music <ul> <li>Soundscape</li> </ul>
			HT3:	Overarching unit Intent:	<ul> <li>Playwright's intentions</li> </ul>	the key themes of	adaptation of	<ul> <li>Thought Tunnel</li> </ul>
				Verbatim Theatre	Social media and	Romeo and Juliet and show appreciation of	'Metamorphosis'?	<ul> <li>Exploration of</li> </ul>
		Assessment Point:	Overarching unit	Are they able to	literature used as	language?	Are they able to realise	Language
	HT2:	Summative or AFL	<u>Intent:</u> Our Day Out	recognise and perform	stimulus	<ul> <li>Are they able to build</li> </ul>	<ul><li>a stylised performance?</li><li>Are they able to</li></ul>	Choral Speaking
	O contraction of the second se	1174	Are pupils able to	Verbatim Theatre?	Key concepts	on their knowledge	• Are they able to appreciate the ideas	<ul> <li>Ability to identify key points to a play.</li> </ul>
HT1:	Overarching unit Intent:	HT1 and HT2 Key disciplinary	realise the playwright's	Are they able to show     empathy and use the	Social comment within	from Year 7 and perform with	and connections with	<ul> <li>Body movements with</li> </ul>
	MOVEMENT AND	knowledge	intentions in 'Our Day	correct tone when	plays	confidence using	Salvador Dali?	arguments
Overarching unit	FRANTIC ASSEMBLY	NATURALISTIC AND	Out'? • Are they able to use	presenting their work?	Role on the wall	Shakespearean	<ul> <li>Are they able to identify and perform a</li> </ul>	
<u>Intent:</u> SCRIPT AND	Are they able to	NON-NATURALISTIC	<ul> <li>Are they able to use script and develop</li> </ul>		Hot seating	language?	duologue with	End of Year
MOVEMENT	distinguish and show	DRAMA	performance and	KNOWLEDGE	<ul><li>Sculpting</li><li>Off-text preparation</li></ul>	KNOWLEDGE	confidence?	<ul> <li>Assessment</li> <li>Pupil performance of</li> </ul>
<ul> <li>Monologue- are they</li> </ul>	understanding of naturalistic and non-	Vou concents	characterisation skills?	Self and group reliance:     from written format	<ul> <li>Soundscape</li> </ul>	Shakespearean society		duologue with partner
able to refine	naturalistic drama?	Key concepts     Performance as	Are they able to     avaming relationships	script to performance	• Tableaux	and parental control.	KNOWLEDGE	of own choice.
performance skills	Are they able to	baseline assessment in	examine relationships between characters?	level	• Context	<ul> <li>In-depth knowledge for</li> </ul>	<ul> <li>Stylised</li> <li>Movement</li> </ul>	Verbal feedback by
<ul><li>(interleaving)</li><li>Different skills</li></ul>	appreciate the	HT1 to show and		<b>C</b> II	Montage	Prologue.	Formal assessment in	Teacher. <ul> <li>Written assessment</li> </ul>
Are they able to	techniques used by	underpin skills from	<u>KNOWLEDGE</u>	• Explore bullying and	<ul> <li>Empathy</li> <li>Transcript</li> </ul>	<ul> <li>Relevance of Shakespeare's themes</li> </ul>	pair work.	<ul> <li>written assessment concerning self-</li> </ul>
understand the concept	'Frantic Assembly'?	Year 7.	• Education system and	• Explore builying and terrorism		in today's society.	Differentiated duologue	evaluation.
of body props?	KNOWLEDGE	ASSESSMENT	class	Revisit choral speaking,	<u>Assessment</u>	Revisit Shakespearean	chosen by pairs.	
(revisited)	Fluidity of movement	Peer and Teacher	characterisation	soundscape.	Assessment of		Revisit script work.	
KNOWLEDGE	Recap: build on skills	assessment in lesson	Revisit off-script work.		skills on			
Accent	such as use of space,	based on individual performance plus			observation in			
Refinement of tone,	choreographed	written self-evaluation			lesson by teacher			
facial expression and	performance work.	in response to teacher						
Boby tanguage.		written feedback						
Interleaving		<ul> <li>Verbal evaluation in lesson</li> </ul>						
Refinement of		100001						
monologues								

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Year 9 Drama



Point

knowledge

**KNOWLEDGE** 

ASSESSMENT

### **EOY Assessment Key Disciplinary HT6: Overarching unit** Mask Work **HT5:** Intent: Presentation of Extended Improvisation **Overarching unit Assessment Point: TEENAGE ISSUES** Intent: Summative or AFL • Are pupils able to HT3 and HT4 **HT4**: experiment with the MASKS AND SCRIPT **Key disciplinary** techniques learnt to • Are pupils able to clock knowledge Major focus/ minor produce an imaginative **Overarching unit HT3:** the audience and • Proxemics extended focus Intent: understand the • Genre improvisation? • Clocking the audience importance of passing **Overarching unit Assessment Point:** • Pace • Are pupils able to **Theatre of the Absurd** the focus? Intent: Summative or AFL explore Drama as a • Absurdist **HT2:** • Are pupils able to • Are pupils able to media presentation? recognise some of the perform in mime using Techniques • Are pupils able to **Overarching unit** HT1 and HT2 Key concepts techniques used in the key concepts **HT1:** • Are pupils able to add improve on polished Intent: Key disciplinary Theatre of the Absurd regarding mask work? improvisation skills? to their repertoire of drama? • Are they able to create knowledge **Overarching unit** drama techniques and • Recap- BODY PROPS • To explore and perform a convincing character STIMULUS AND SKILLS Intent: Culture incorporate them when using masks an extract from DEVELOPMENT Naturalistic/ nonwithin the Peer Pressure 'Waiting for Godot'. • Theatre in Education while being hot seated naturalistic, awareness • Are pupils able to use performance. School Rules NON-NATURALISTIC Are they able to refine of audience different stimuli • Are pupils able to use Homelessness • Are pupils able to • Introduction of prop scripted performance Key Concepts imaginatively to stage furniture to their Family distinguish between work. within a duologue? Knowledge Key Concepts produce their own full advantage? naturalistic and non- Teacher and peer Challenge plot performances? naturalistic drama? assessment in lesson conventions To show an ability and Culture • Are pupils able to Formal assessment in Assessment an awareness of how Generational difference incorporate nonduologue performance. Culture multi-role is used in naturalistic work within Summative script work. • Questioning the Knowledge scripts? assessment in lesson meaning of life Challenge of of skills learnt in KNOWLEDGE Culture imagination group performances Genre Teacher and pupil 1950s marriage/ Culture: folk tales. throughout the modern art (C.20<sup>th</sup>), e.g. assessment in lesson cinema, Theatre in **Teacher Assessment/** second half of term time. Picasso Education. **Pupil Assessment** ASSESSMENT **Reflection and** understanding Formative assessment in lesson- teacher and pupil assessment in partner and group performances.

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## GCSE Drama (Year 10)

			(Dates can var	y according to				EOY Assessment
			2 <sup>nd</sup> date of t	heatre visit)				Point
							HT6:	Key Disciplinary knowledge
						HT5:	<u>Overarching unit</u> <u>Intent:</u>	<ul> <li>Historical emphasis in stylised performance</li> </ul>
					Assessment Point: Summative or AFL	Overarching unit Intent:	WALLS AND PORTFOLIO	<u>KNOWLEDGE</u>
				HT4:	HT3 and HT4 Key disciplinary	MARRIAGE	EXAMINATION     Are pupils able to	• Essence machine
			HT3:	Overarching unit Intent:	knowledge	• Are pupils able to	examine psychological and physiological roles	<ul> <li>Thought tracking</li> <li>Use of language</li> </ul>
		Assessment Point:	Overarching unit	<u>intenti</u>	<ul> <li>Historical context and political awareness</li> </ul>	explore the role of women in the 1950s in	in society and create an	• Role-play
	HT2:	Summative or AFL	Intent:	AN INSPECTOR CALLS & THEATRE VISIT	Refinement of scripted	comparison to modern day women?	extended drama improvisation?	Soundscape
HT1:	Overarching unit	HT1 and HT2	AN INSPECTOR CALLS	Are pupils confident	<ul><li>performance skills</li><li>Realisation of live</li></ul>	<ul> <li>Are pupils able to</li> </ul>	• Are pupils able to	<ul> <li>Conscience alley</li> <li>Hot-seating</li> </ul>
Overarching unit	Intent:	Key disciplinary knowledge	<ul> <li>Are pupils able to understand the context</li> </ul>	with the exam structure and able to show	theatre techniques	understand and explore literature and pictures	create roles that support communication	
Intent:	BLOOD BROTHERS	• Structure of syllabus	of the play and	written evaluation and	Key concepts	in an empathetic	of creative intent to the	ASSESSMENT     Written portfolio
DEVISING	<ul> <li>Are pupils able to explore and evaluate</li> </ul>	and components required:	Priestley's political views?	analysis within their exam answers?	• Evaluation skills	manner, leading to their own stylised	<ul><li>audience?</li><li>Are pupils able to</li></ul>	Teacher assessed and
• Are pupils able to	the text in its realisation	Use of specific Drama	• Are they able to	• Are pupils able to	Reasoned argument	performance?	secure a balanced	marked throughout each component
evaluate and show a personal contribution	according to staging, costume, set, lighting,	language which will be transferred to	perform extracts and comment in relation to	demonstrate a comprehensive and	<ul> <li>Social comment</li> <li>Controlled performance</li> </ul>	<u>Culture</u>	analysis and evaluate their personal	Practical work assessed
to the creation development and	sound and props?	Component 3	roles as a performer,	balanced knowledge of the chosen element in	<ul> <li>Understanding of genre</li> </ul>	• Emotional and physical	contribution to the	vocally and in written format by teacher and
refinement process?	<ul> <li>Are they able to realise and analyse exam</li> </ul>	Teacher Assessment/ Pupil Assessment	director and designer of the set text?	relation to the historical	Characterization of	<ul><li>abuse</li><li>Female and male</li></ul>	creation, development and refinement	pupils
<ul> <li>Are pupils able to present refinement of</li> </ul>	structure and initial techniques required?	• Refinement of	• Are they able to	context?	understanding <ul> <li>Role and context</li> </ul>	stereotypes	processes?	
ideas that communicate	<ul> <li>Are they able to show</li> </ul>	performance skills which show clear	develop awareness and understanding of the	CHOICE OF SCRIPT WORK	• Exam practice in line	• Control within marriage	<u>Culture</u>	
<ul><li>meaning?</li><li>Are pupils able to show</li></ul>	appreciation for a live professional theatre	understanding of text	roles and process undertaken in	<ul> <li>Are pupils able to show an effective</li> </ul>	with marking assessment		<ul> <li>Geographical and historical walls</li> </ul>	
individual performances	performance?	<ul> <li>Written evaluative skills which analyse the</li> </ul>	contemporary	contribution	• Teacher and pupil		Emotional and physical	
which demonstrates an ability to apply		development of creating improvisation	professional Theatre practice?	understanding in relation to genre and	written feedback in line with GCSE boundaries.		walls	
characterisation and		Opportunity to	Culture	style?				
understanding of theatrical conventions?		demonstrate skills to wider audience school	<ul> <li>Political climate of</li> </ul>	<ul> <li>Are pupils able to illustrate technical</li> </ul>				
		play/ Christmas	1900s	control over physical gestures?				
		Showcase • Assessment in written	<ul> <li>Social issues of Edwardian culture</li> </ul>	gestures:				
		exam practice and						
		practical work within lesson according to						
		GCSE boundaries- both Teachers mark.						
		Teachers fildik.				T. T. 1 . O		11.1

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# GCSE Drama (Year 11)



		(Dates can var date of possibl				
						HT5:
					Assessment Point: Summative or AFL	Overarching unit
				HT4:	HT3 and HT4 Key disciplinary	<u>Intent:</u> COMPONENT 3:
			HT3:	Overarching unit Intent:	<ul> <li>knowledge</li> <li>Interpretation of script</li> </ul>	An Inspector Calls and Theatre Review
	HT2:	Assessment Point: Summative or AFL	<u>Overarching unit</u> Intent:	Component 2	<ul> <li>Key concepts</li> <li>Vocal and physical skills</li> </ul>	(REVISION) • Are pupils able to
HT1:	Overarching unit Intent:	HT1 and HT2 Key disciplinary	COMPONENT 2: SCRIPTED	• Are pupils able to show technical control in the use of physical techniques:	<ul> <li>Character &amp; communication</li> <li>Style and Genre</li> </ul>	understand the text in relation to theatre practitioners, designers and
<u>Overarching unit</u> <u>Intent:</u> <u>'Time'/ 'Madness'</u> (can be interchangeable with other topics) • Are pupils able to explore 'TIME' through literature and create a short individual and group-based vocal and physical skills? • Are pupils able to explore factual material, literature, media and the internet for inspiration? <u>Culture</u>	<ul> <li><u>COMPONENT 1</u></li> <li>Are pupils, using this stimulus, able to transfer these skills and research topics suitable for presentation?</li> <li>Are pupils able to illustrate a comprehensive fully balanced and considered analysis evaluate group performance within their portfolio?</li> <li>Are pupils able to demonstrate a confident and accomplished use of Drama terminology?</li> </ul>	knowledge Refinement of performance skills Written evaluative and reflective development skills Revision techniques Familiarisation of pupils to exam structure ASSESSMENT Performance for component 1 filmed/ teacher marked and sent to GCSE board Mock examination on Theatre Makers in Practice- Teacher assessed	<ul> <li>PERFORMANCE</li> <li>Are pupils able to learn and work towards a developed, thoughtful performance which demonstrates energy and ease?</li> <li>Are pupils able to learn and demonstrate comprehensive characterization with confidence and commitment?</li> <li>Are pupils able to refine evaluative and analysis skills to enhance their portfolio?</li> </ul>	<ul> <li>Gastures</li> <li>Facial expressions</li> <li>Stance</li> <li>Contrast</li> <li>Contrast</li> <li>Use of space and spatial awareness</li> <li>Are pupils able to develop an assured rapport with the audience?</li> <li>Are pupils able to dewelop an understanding of control in relation to style, genre and theatrical convention?</li> </ul>	Assessment Submission of portfolio which is teacher assessed Examination of scripted performance by visiting examiner.	<ul> <li>directors?</li> <li>Are pupils able to improve exam techniques?</li> <li>Are pupils able to provide indepth information in controlled conditions?</li> </ul>

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