

Drama Curriculum Map

Learned: Social, Historical and Cultural Context / Staging / Costume / Characterisation / Semiotics / Vocal and Physical Techniques / Theatre Makers

Learned: Script Work / Characterisation / Proxemics / Learning Lines / Stage Directions / Directing / Artistic Intention / Semiotics / SCHC

Wise: Apply knowledge and understanding of drama key concepts to the play of Blood Brothers. Demonstrate secure use of performance skills.

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BTEC

Blood Brothers/ Live Theatre

Presenting and Performing Texts

Blood Brothers / Script Performance Skills



Wise: Evaluate and analyse a piece of live theatre and apply knowledge and understanding of drama key concepts to the play of Blood Brothers.

Wise: Perform 2 extracts of a published play. Apply knowledge of script to concept proforma

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Learned: Social, Historical and Cultural Issues / Devising / Performance Skills / Evaluation / Practitioner Techniques / Characterisation / Semiotics / Proxemics / Artistic Intention / Research

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Stimulus Workshops

Devising and Portfolio

Blood Brothers/ Live Theatre



Wise: Evaluate and analyse a piece of live theatre and apply knowledge and understanding of drama key concepts to the play of Blood Brothers

Wise: Analyse and Evaluate what makes successful and interesting drama. Create and Perform a piece based upon a stimulus of your choice

Wise: Create and perform a devised piece based upon a stimulus. Create a portfolio which evaluates the journey of creation

Wise: Perform an adapted extract with original features. Evaluate your own and others' work

Learned: Social Issues / Target Audience / Practitioner Techniques

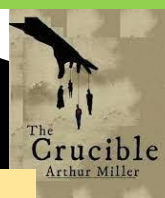
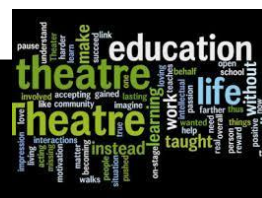
Learned: Brechtian Techniques / World War 2 / Stimuli / Satire

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Theatre in Education

War

The Crucible



Wise: Create and perform a piece of TIE based on social issues. Evaluate your own and others' work

Learned: Learning Lines / Characterisation / Historical, Social and Cultural Context

Learned: Puppetry / Folk Music / World War 1 / War Poetry / Physicalisation

Learned: Rhythm / Choral Speaking / Ensemble Work / History of the Slave Trade

Learned: Stock Characters / Melodrama / Narration / Slapstick / Choreography

War Horse

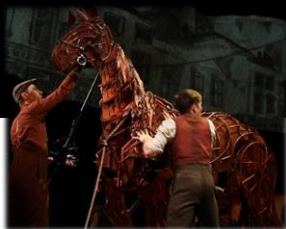
Slave Trade
Limbo

Reading of Text.

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Pantomime

Wise: Perform a scripted piece using puppetry and physicalisation. Evaluate your own and others' work



Wise: Devise and perform a stylized piece of drama using Limbo poem. Evaluate your own and others' work



Wise: Create and perform your own comedic Pantomime. Evaluate your own and others' work



Learned: Practitioners / Physical Theatre / Chair Duet / Naturalism v Stylised / Faustus

Learned: Direct Address / Monologue / Flash Back / Thought-Tracking

Seven Deadly Sins



Commedia del Arte



Wise: Create and perform a non-naturalistic montage of monologues. Evaluate your own and others' work

Wise: Create and perform your own Lazzi using the stock characters. Evaluate your own and others' work

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Learned: Iambic Pentameter / Sonnets and Shakespeare Plays / Themes / Script / Adaptation

Learned: Direct Address / Monologue / Flash Back / Thought-Tracking

Intro into Shakespeare

It Don't Matter if You're Black or White



Wise: Create and perform an emotive piece on racism. Evaluate your own and others' work

Wise: Create and perform an adapted version of a Shakespeare Play. Evaluate your own and others' work

Links with History and English.

Learned: Marking the Moment / Soundscape / Improvisation / Narrative /

Learned: Storytelling / Freeze Frames / Characterisation / Transitions

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Inside Out



The Pied Piper

Wise: Create and perform an original performance of Inside Out 2. Evaluate your own and others' work

Wise: Create and perform a scene from The Pied Piper using the skills learnt. Evaluate your own and others' work

Mastery

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| <u>Year 7</u> | Students will be able to: create and play a range of characters using effective physical and vocal skills. They will have an understanding of different emotions linked to morals and ethics in today's society. Students will grasp a secure knowledge of the Shakespearean era and his plays. They will be able to empathise with the social issue of racism and dramatically explore a range of linked stimuli. |
| <u>Year 8</u> | Students will be able to: understand the origins of Commedia Del Arte and the stock characters within it. They will build upon characterisation already learnt and enhance their performance skills. They will gain a secure knowledge of The Seven Deadly Sins and how they link into philosophy and ethics. Students will be able to learn lines confidently and accurately and have a secure understanding of the given circumstances behind the text. They will show a secure and empathetic understanding of the history behind the slave trade and be able to perform a variety of emotive roles. |
| <u>Year 9</u> | Students will be able to: play exaggerated and grotesque stock characters with confidence and write and perform an imaginative and creative pantomime script using secure performance skills. Students will have a clear understanding of The Crucible and the historical, social and cultural context and be able to show this within a performance of selected extracts. They will be able to use a range of stimuli to create meaningful and insightful practical work which shows a secure knowledge of practitioners and techniques. Students will explore a variety of social issues and be able to convey an important message to an audience through skilful and collaborative exploration. |
| <u>Year 10</u> | Students will be able to show highly developed and detailed research which links closely to the stimulus material. They will have highly developed initial ideas and an outstanding vision for the performance. Students will have a developed narrative of their journey through the development process and an accomplished development of their devised performance throughout the creating and developing process. They will be able to show a developed analysis and evaluation during the devising process with amendments reflecting the decisions made. They will show justifications of the changes made during development of the devised performance and show a highly developed analysis of how their own work will create meaning and explanation of how this will be communicated to the audience and an evaluation of their final performance with outstanding analysis of how to improve for future performances. Students will have a developed contribution to the devised performance, through their application of performance skills. They will have an accomplished realisation of the artistic intention from their vision and highly developed reflection of the stimulus in the performance. Students will have a good understanding of Blood Brothers and a live theatre performance and be able to use evaluative and analytical skills effectively. |
| <u>Year 11</u> | Students will have a developed realisation of artistic intention in the performance and an accomplished communication of meaning to an audience. They will show an accomplished ability to create mood and atmosphere throughout the performance of the scripted extracts. Students will show accomplished characterisations through roles that are highly developed and demonstrates a highly developed rapport with other members of the cast sustained throughout the performance. Students will have an accomplished control of the use of vocal and physical techniques throughout the performance. Students will show a developed explanation of the demands of both extracts from the text and a developed explanation of the artistic intention for the performance. Students will have a secure understanding of Blood Brothers and a live theatre performance and be able to use evaluative and analytical skills successfully. |