

Curriculum Map - Drama



KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Drama @ SUA	Genres	Evacuees	Mime	Mask Work: Skills	Mask Work: Practical Context

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Why do Bullies Exist?	Improvisation	The Merchant of Venice	Knife Crime	Homelessness	Scripted Performance

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Process Drama	Big Brother	Breathing Corpses	Responding to a Stimulus	Cain and Abel: A Physical Journey	Exploring Themes Within Text

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Staging a Genre	Devising Techniques	Devising a Performance	Component 1: Devising	Component 1: Devising	Component 1: Devising

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 11	Component 2: Performance from Text	Component 2: Performance from Text	Component 2: Performance from Text	Component 3: Theatre Makers in Practice	Component 3: Theatre Makers in Practice

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Lysistrata and Brecht	Theatre Practitioners	Monologues & Duologues	Component 1: Devising	Component 1: Devising	Component 1: Devising

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 13	Component 2: Text in Performance	Component 2: Text in Performance	Component 2: Text in Performance	Component 3: Theatre Makers	Component 3: Theatre Makers

Curriculum Overview - Drama



KS3

Drama seeks to engage students through accountability, responsibility and ownership. By allowing students a 'freedom' of the work they devise, they become far more invested with what they produce. This ownership therefore ensures the work is bespoke to them and thus they take a greater pride. The setting of high expectations consistently demands that students are always striving to achieve the best they can. An accountability on students reinforces these high expectations and in turn, results in students holding one another to account for completing tasks. Engaging, topics, stimuli and schemes are all centred around finding a new way to be creative with the aforementioned strategies a vehicle to help inspire students to achieve this. An example of the units that we study are;

Year 7: Drama@SUA, Genres, Evacuees, Mime, Mask Work: Skills, Mask Work: Practical Context.

Year 8: Alienation, Improvisation, The Merchant of Venice, Knife Crime, Homelessness, Scripted Performance.

Year 9: Process Drama, Big Brother, Breathing Corpses, Responding to a Stimulus, Cain and Abel: A Physical Journey, Exploring Themes Within Text.

KS4

During years 10 and 11, students study the EDEXCEL GCSE drama course which consists of three different components. Component 1 sees students devise drama which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. Within Component 2, students perform a scripted text which will develop their knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. Finally, students study a set text for Component 3 where they will explore practically how a complete performance text might be interpreted and realised from 'page to stage'. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process.

Set Texts Covered:

- Arthur Miller's *The Crucible*

KS5

During years 12 and 13, students study the EDEXCEL A Level Drama and Theatre course. In their creative explorations, students will learn how text can be manipulated to communicate meaning to audiences and they will begin the process of interpretation. They will gain an understanding of how a new performance could be developed through the practical exploration of the theatrical style. Furthermore, students will critically analyse and evaluate their experience of live performance. As an informed member of the audience they will deconstruct theatrical elements which will help inform their own production choices consider the methodologies of practitioners. Also, students research the original performance conditions to gain an understanding of how social, historical and cultural contexts have informed their decisions as theatre makers.

Set Texts Covered:

Aristophanes' *Lysistrata*

Laura Wade's *Colder Than Here*

Links from KS2

Students join SUA with a range of drama experience. Therefore, during the first term, all students cover basic skills such as facial expressions, use of voice, gestures, movement, stance and proxemics to ensure they have the correct toolkit in order to devise sophisticated pieces of drama. Students will partake in a variety of different role play and explore characters through identifying themes from text. Students will also develop their reading and writing skills through the analysis and evaluation of texts, along with in role writing to develop character understanding. These opportunities will be provided to all students to ensure they are able to understand meaning and comprehend expression through the form of plays.

Experiences

- All students are selected to partake in The REP Project which sees a professional theatre practitioner visit the academy weekly and lead students in a one-hour session. Students then devise their own pieces of drama and visit The REP to perform within a professional theatre and also have the chance to watch a professional production.
- Students are invited to attend extra-curricular clubs, such as the academy show production and drama club. Each year, SUA hosts a musical performance in which students audition for roles, rehearse and perform to parents, peers and members of the wider community.

Links to CHARACTER

- Developing resilience through practical exploration and the building of confidence.
- Engaging topics and texts that peak the curiosity of students and enable them to become lifelong learners.