

# Drama Curriculum Map



## Responding to a Brief

- Developing Ideas
- Applying Style and Practitioner Techniques
- Characterisation
- Rehearse Performance
- Review and Reflection

Exams

Next Steps



Component 3

**FRANTIC ASSEMBLY**

## Frantic Assembly

- Exploring Stimuli
- Style
- Practitioners
- Genre

**YEAR 11**

Component 1

## Devising

- Exploring Stimuli
- Style
- Practitioners
- Genre

Component 2

## Teachers

- Introduction to Brecht
- Apply Brechtian techniques
- Characterisation and stylistic techniques.

*Stanislawski*

## Blood Brothers

- Developing skills and techniques to scripted text.
- Review and Reflections



*Brecht*

## Where can we go?

This unit of learning enables children to work in groups to explore the devising process and responding to a stimuli relating to the power of social media for a specific target audience.

## How can I?

Pupils will develop, respond, perform and evaluate drama to actively develop the skills and understanding that are central to Drama and explore page to stage, exploring how modern theatre is made.

The unit also allows pupils the opportunity to explore theatre production and the creative processes that take place backstage through practical exploration

**YEAR 10**

## The Role of the Actor

- The Performing Arts Industry Jobs within the Industry
- Roles and responsibilities of the actor
- The audition process



Component 1

## Who am I?

This unit aims to provide Year 9 pupils with a broad understanding of key drama practitioners, equipping them with a versatile toolkit of techniques that they can draw on in future performances.

*Practitioners*

**YEAR 9**



## Overview

Deepening prior knowledge and application of technical elements of Drama, skills and techniques. As the year progresses, influence from the BTEC Level 2 course starts to be incorporated to bridge the gap between KS3 and KS4 learning.

**How can I?**  
Scriptwork.  
Applying skills and Techniques, developing characterisation and performance.

## Where can we go?

This unit of learning explores an Issue based drama, pupils will explore the issue of the Hillsborough through the use of Verbatim Theatre and building skills required for Theatre in Education.

## Who am I?

Pupils will develop respond, perform and evaluate the drama, by actively developing the skills and conventions that are central to Drama whilst exploring the theme of WAR.

This unit helps pupils to recognise the layers of meaning to develop their knowledge of dramatic conventions, the disciplines of Drama and their sense of audience and empathy through a variety of stimuli.

**YEAR 8**

*Brecht*



## Overview

Students will develop their substantive knowledge of different and more difficult drama skills, conventions and performance craft while learning about the disciplinary element of current issues regarding discrimination and inequality around the world through a variety of stimuli.

## Where can we go?

This issue based thematic approach enables pupils to continue to recognise the layers of meaning through a variety of stimuli surrounding the theme of New Brighton and its regeneration.

## How Can I?

### Professional repertoire

Practical exploration of the text "Ernie and his amazing Illucinations" They will explore the text through the medium of Drama focussing on characterisation and ensemble performance.

## Who am I?

Pupils will look at the development and application of drama skills to communicate a character, emotion and style in response to the theme Who am I through the medium of "Masks"



## Overview

Pupils will develop, respond, perform and evaluate the drama, by actively developing the skills and conventions that are central to Drama

**YEAR 7**

## Department Aim

For all children to express themselves, unleash their creativity and to be inspired by their own boundless capacity for personal growth.



# Post 16 – Drama Curriculum Map

- development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the Performing Arts, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.



**Next Steps**

Review and reflect on development of skills and techniques for live performance



**Unit 2**

Developing Skills and Techniques for Live Performance

**Unit 1**

Investigating Practitioners' Work

**MUSICAL THEATRE**

Apply performance skills and techniques in selected styles



**Unit 27**

Musical Theatre

**YEAR 13**

**Unit 3 Group Performance Workshop**



Develop performance skills and techniques for live performance

*Brecht*

*Frantic Assembly*

*Practitioners*



**Unit 2**

Developing Skills and Techniques for Live Performance

**Unit 1**

Investigating Practitioners' Work

Understand the role and skills of a performer

**Overview**

This qualification includes three mandatory units, covering the following areas: • performance – practical exploration and application of skills and techniques, individual and group performance • research and analysis - research methodology, independent learning, extended writing, sourcing, idea generation, evaluating information and drawing conclusions from it • knowledge and skills for employment in performing arts – including self-promotion and marketing.

**YEAR 12**

