

English Martyrs' Drama Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Scheme of Work	Darkwood Manor (x 8 wks.)	Harry Potter (x9-10 wks.)	Darkwood Manor (x 8 wks.)	Harry Potter (x9-10 wks.)		
	1 x lesson per week	Develop knowledge and skills of improvisation, vocal and physical skills to create characters.	Demonstrate use of dramatic devices to make performance more interesting to watch	Develop knowledge and skills of improvisation, vocal and physical skills to create characters	Demonstrate use of dramatic devices to make performance more interesting to watch		
	Rotation at the end of January. X20 weeks per rotation	Assessment	<ul style="list-style-type: none"> Rehearsal and demonstration of acting skills Performance of relevant characteristics Evaluation discussion in groups 	<ul style="list-style-type: none"> Consideration and use of dramatic devices Effectiveness of devices in performance Written evaluation 	<ul style="list-style-type: none"> Rehearsal and demonstration of acting skills Performance of relevant characteristics Evaluation discussion in groups 	<ul style="list-style-type: none"> Consideration and use of dramatic devices Effectiveness of devices in performance Written evaluation 	
Year 8	Scheme of Work	The Terrible Fate of Humpty Dumpty (x10 wks.)		Performing Shakespeare: The Tempest (x10 wks.)		A Murder Mystery (x8 wks.)	
	1 x lesson per week	<ul style="list-style-type: none"> Discover, physical and vocalise characters within the script Form both a subjective and objective opinion about the theme of bullying Create an informative piece of theatre 		<ul style="list-style-type: none"> Know and understand Shakespeare language in the play Create a modern adaptation of a scene Consider and develop performance that includes dramatic devices and performance characteristics to make it accessible to a contemporary audience. 		<ul style="list-style-type: none"> Develop performance ideas from a range of stimuli. Experiment with characters and dramatic devices Prepare a devised performance 	

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	Assessment	<ul style="list-style-type: none"> • Can they use evidence to form an opinion? • Have they effectively used character knowledge and skills in performance? • Evaluate the effectiveness of their performance piece for education purposes 	<ul style="list-style-type: none"> • What modern influences have they brought into their interpretation? • How have they demonstrated knowledge and understanding of the language? • Application of techniques and physical skills to show character and story. 	<ul style="list-style-type: none"> • How effectively have they interpreted the stimulus? • Application of vocal/physical skills to character. • Demonstration in performance. • Written evaluation 		
Year 9 2 x lessons per week	Scheme of Work	Mime and Mask work (x7wks)	Physical Theatre (x8wks.)	Production design (x7 wks.)	Easter Story (x4wks)	Script work: Treasure Island (x10wks)
	Intended Outcome	Explore correct ways to use body to tell a story when miming / using masks	Develop knowledge of physical theatre styles and apply to a performance	Develop a for knowledge the range of skills involved production design and apply knowledge to a script.	<ul style="list-style-type: none"> • Prepare for Easter Assembly • 	Explore and develop the text into an interesting and entertaining piece of performance.
	Assessment	<ul style="list-style-type: none"> • What elements of the script have students deemed most significant? • Are the devices used in an interesting and informative way? • How have they used research to inform their performance? 	<ul style="list-style-type: none"> • Compare similarities and differences in the styles of physical theatre • Demonstrate 2 styles of physical theatre through rehearsal and/or performance • Evaluate effectiveness of 	<ul style="list-style-type: none"> • Choice of costume, lighting, set, sound design – do they know fundamentals for their chosen design area? • Application of designs to performance - Is it relevant to the 	<ul style="list-style-type: none"> • Explain the purpose of 'Mystery plays' (linking to the history of theatre) and why they were so important to early societies. • Development of vocal and physical skills 	<ul style="list-style-type: none"> • Can relevant and informed opinions be applied in a mature manner? • Demonstrate knowledge of historical context of themes. • How have students used their dramatic knowledge of acting and production to create performance?

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		<ul style="list-style-type: none"> Presentation - research and evaluation 	its place in modern society.	performance piece? <ul style="list-style-type: none"> Analyse and evaluate a piece of live theatre in a written review. 	<ul style="list-style-type: none"> Perform Easter story to whole school during assembly 	
Year 10	Scheme of Work	Theatre Review & Skills Recap	Noughts & Crosses	Practitioner Exploration	Component 1 Mock exam	Component 2 Mock exam
3 x lessons per week (2x practical, 1x theory)	Intended Outcome	Exploration of live theatre to demonstrate knowledge and skills learnt throughout KS3 and year 9.	Knowledge of playwright and the play by exploring how it can be developed to create social change.	Develop knowledge of Bertolt Brecht and Kneehigh theatre company and why their theatre is important to the arts.	Create, develop and perform a piece of theatre linking to Frantic Assembly, Brecht or Kneehigh	Create, develop and perform a script that demonstrates artistic intentions of the play
	Assessment	<ul style="list-style-type: none"> How is theatre reviewed? Key design and acting skills needed for live theatre? Written review using GCSE criteria 	<ul style="list-style-type: none"> Can students find links between this play and drama theorists? Can students present understanding of themes and importance of this play in society? Written exam practice through paper practice and 	<ul style="list-style-type: none"> What is community / didactic theatre and how is it created? What dramatic devices and skills are relevant to this style? How does theatre design and other performance styles fit with their style? 	<ul style="list-style-type: none"> Rehearsal process and how it links to chosen theatre company Performance – links to techniques and skills used by chosen company Evaluation and process report – impact on the audience. 	<ul style="list-style-type: none"> Rehearsal process and how it links the original intentions of the play Performance – links to characterisation, vocal and physical skills relevant to the play

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			essay development			
Year 11 3 x lessons per week (2x practical, 1x theory)	Scheme of Work	Component 1: Devising Drama	CCC Recap / Mock Exam	Component 2	Caucasian Chalk Circle Revision & Exam	Exam Leave
	Intended Outcome	Create, develop and perform a piece of live theatre that uses the working practices of a practitioner /theatre company	Review scenes, characters of CCC to prepare for written mock	Create, develop and perform a piece of live theatre that reflects a faithful interpretation of a published play	Prepare for component 3 written exam (recap of section a and b of exam)	
	Assessment	<ul style="list-style-type: none"> Observe student progress – feedback where necessary Performance of devised work Process and evaluation report of work performance 	<ul style="list-style-type: none"> Small, assessed activities Modelled answers Observation and feedback of work Self and peer-assessed work 	<ul style="list-style-type: none"> Observe student progress – feedback where necessary Performance of script to live audience 	<ul style="list-style-type: none"> Small, assessed activities using grading criteria Modelled answers Observation and feedback of work Self and peer-assessed work 	

KS5 Structure – adapted for exam components

Year Group		Exam Components and Preparation		
Year 12	Scheme of work	Practitioner Workshop (Autumn 1)	Component 1 (Autumn 2 – Spring 1)	Component 2 (Autumn 2 – Summer 1)

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	Intended Outcome	Explore the work and technical practices of Frantic Assembly and Stephen Berkoff, through practical and theoretical exercises	Participate in the creation, development and refining of two pieces of theatre: <ul style="list-style-type: none"> • Reinterpretation of a published play • Faithful interpretation of a published play 	Study the plot, characters, historical context and design ideas for a modernisation of <i>As you like it</i> by William Shakespeare.
	Assessment	Participate in two mini performances that reflect knowledge and understanding of the style	Participate in the performance of two pieces of theatre in front of a live audience. <ul style="list-style-type: none"> • Does it link to performance style? • Does the piece communicate a message? • How well have students adapted and developed the text? 	Effectiveness of actor and design ideas linking to live theatre Completion of two official mock exams (November & March), in preparation for exams in Summer term.
Year 13	Scheme of Work	Component 1 (Autumn 1)	Component 2 Autumn 2 – Spring 1	Component 3 (Autumn 2 – Summer 1)
	Intended Outcome	Participate in and develop reinterpretation performance from year 1, using the working methods of Frantic Assembly or Stephen Berkoff, through practical and theoretical exercises.	Devise and apply the methods of Antonin Artaud and a chosen playwright to a live performance.	Study the plot, characters, methods and design skills of <i>Saved</i> by Edwards Bond, <i>Curious incident of the dog in the nighttime</i> adapted by Simon Stephens and <i>As you like it</i> by William Shakespeare
	Assessment	Participate in the development and performance of a reinterpretation of a published play. <ul style="list-style-type: none"> • How can it be developed from year 1? • What new knowledge can be used to enhance the performance? • How have students developed use of techniques and performance skills? Articulate and justify the development process in a written report.	Apply and demonstrate understanding of Artaud and a chosen playwright in a performance. <ul style="list-style-type: none"> • How does performance link to the practitioner and playwright? • How efficiently have students communicated meaning to an audience? • How have students understood the stimulus and used the play to communicate artistic intentions? Articulate and justify the development process in a written report.	Demonstrate understanding and contextual knowledge of the plays' characters, plot, performance and design skills. Completion of two mock exams (November & March) in preparation for exams in Summer term.