

English Martyrs' Drama Department Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 1 x lesson per week Rotation at the end of January. X20 weeks per rotation	Scheme of Work	Darkwood Manor (x 8 wks.)	Harry Potter (x9-10 wks.)	Darkwood Manor (x 8 wks.)	Harry Potter (x9-10 wks.)		
	Intended Outcome	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		
	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 1 x lesson per week	Scheme of Work	Dramatic Techniques (x7 wks)	A Murder Mystery (x8 wks.)	The Terrible Fate of Humpty Dumpty (x10 wks.)		Performing Shakespeare: The Tempest (x10 wks.)	
	Intended Outcome	<ul style="list-style-type: none"> Recap of knowledge and skills developed throughout year 7 Progression into more complex devices. 	<ul style="list-style-type: none"> Develop performance ideas from a range of stimuli. Experiment with characters and dramatic devices Prepare a devised performance 	<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. 	
	Assessment	<ul style="list-style-type: none"> Devising scenes using structures 	<ul style="list-style-type: none"> How effectively have they 	<ul style="list-style-type: none"> Can they use evidence to form an opinion? 		<ul style="list-style-type: none"> What modern influences have they brought into their interpretation? 	

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		<p>and the elements of drama appropriately</p> <ul style="list-style-type: none"> Realising a character and delivering narrative Using the appropriate language and vocabulary of theatre 	<p>interpreted the stimulus?</p> <ul style="list-style-type: none"> Application of vocal/physical skills to character. Demonstration in performance. Written evaluation 	<ul style="list-style-type: none"> 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"> How have they demonstrated knowledge and understanding of the language? Application of techniques and physical skills to show character and story.
Year 9	Scheme of Work	TIE: Homelessness (8 wks.)	Noughts and Crosses (x8wks.)	Physical Theatre (x12 wks.)	Production Design (8wks.)
2 x lessons per week	Intended Outcome	<ul style="list-style-type: none"> Devise a reinterpretation of play Stonecold. Use knowledge and research to inform performance decisions, Apply knowledge of devices and performance skills to create an emotive piece of drama 	<ul style="list-style-type: none"> Explore theme of prejudice, racism and stereotypes Make links between historical context and modern society Apply relevant vocal and physical characteristics in as sensitive performance 	<ul style="list-style-type: none"> Develop knowledge of physical theatre styles. Practice skill development through independent and solo activities Apply knowledge and skills learned in a devised performance 	<ul style="list-style-type: none"> Have knowledge of the range of skills involved production design Create and develop designs for a performance (from beginning to end of process) Watch live theatre and evaluate the impact design has on the piece.
	Assessment	<ul style="list-style-type: none"> What elements of the script have students 	<ul style="list-style-type: none"> Can relevant and informed opinions be 	<ul style="list-style-type: none"> Compare similarities and differences in the styles of physical theatre 	Choice of costume, lighting, set, sound design – do they know fundamentals for their chosen design area?

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		<p>deemed most significant?</p> <ul style="list-style-type: none"> • Are the devices used in an interesting and informative way? • How have they used research to inform their performance? • Presentation - research and evaluation 	<p>applied in a mature manner?</p> <ul style="list-style-type: none"> • Demonstrate knowledge of historical context of themes. • How effective are their decisions about character interactions in performance? 	<ul style="list-style-type: none"> • Demonstrate 2 styles of physical theatre through rehearsal and/or performance • Evaluate effectiveness of its place in modern society. 	<p>Application of designs to performance - Is it relevant to the performance piece? Analyse and evaluate a piece of live theatre in a written review.</p>		
Year 10	Scheme of Work	Theatre Review & Skills Recap	The Caucasian Chalk Circle	Exploring Kneehigh	Component 1 Mock exam	Component 2 Mock exam	Knowledge and skills recap / Prep for year 11
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 Brecht and the play by exploring how it can be developed for a modern audience	Develop knowledge of Kneehigh theatre company and how they create community theatre	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	Recap skills and knowledge that has been gained throughout year 10. Preparation for year 11 with knowledge of areas for development
	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"> • Do students know who Brecht is and the impact he had on modern audience? • Can students present understanding of scenes traditionally 	<ul style="list-style-type: none"> • What is community theatre and how is it created? • What dramatic devices and skills are relevant to this 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 	<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 	<ul style="list-style-type: none"> • What have I learned this year? • How can I prepare for next year? • What key information will I take from this year into next?

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			<p>and in a modern way?</p> <ul style="list-style-type: none"> Written exam practice through paper practice and essay development 	<ul style="list-style-type: none"> How does theatre design and other performance styles fit with their style? 	<ul style="list-style-type: none"> Evaluation and process report – impact on the audience. 	<p>relevant to the play</p> <ul style="list-style-type: none"> 	
<p>Year 11</p> <p>3 x lessons per week (2x practical, 1x theory)</p>	<p>Scheme of Work</p>	<p>Component 1: Devising Drama</p>	<p>CCC Recap / Mock Exam</p>	<p>Component 2</p>	<p>Caucasian Chalk Circle Revision & Exam</p>		<p>Exam Leave</p>
	<p>Intended Outcome</p>	<p>Create, develop and perform a piece of live theatre that uses the working practices of a practitioner /theatre company</p>	<p>Review scenes, characters of CCC to prepare for written mock</p>	<p>Create, develop and perform a piece of live theatre that reflects a faithful interpretation of a published play</p>	<p>Prepare for component 3 written exam (recap of section a and b of exam)</p>		
	<p>Assessment</p>	<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

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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)
	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 night-time</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? 	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? 	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.

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		<ul style="list-style-type: none">• How have students developed use of techniques and performance skills? Articulate and justify the development process in a written report.	<ul style="list-style-type: none">• How have students understood the stimulus and used the play to communicate artistic intentions? Articulate and justify the development process in a written report.	
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