

Curriculum Map Drama

Overall curriculum intent	The De La Salle Drama curriculum intends to create learners with a deep understanding of the power of performance, a confidence to present oneself in a performance setting, and the oracy skills to explore, analyse and evaluate Drama and Theatre.
Culture	To create an environment that enriches the cultural identity of the school, and offers opportunities beyond the classroom in all aspects of performance.
Skills	To create learners that have an understanding of the Drama skills needed for creative, innovative performance.
Analysis and Evaluation	To create learners that can discuss and verbally analyse and evaluate the work created by themselves and others.
Social and Historical understanding	To ensure learners have a broad understanding of the history of Drama, and how the styles throughout history interconnect in modern day performance.
Sequenced learning	To build confidence in the learners, and nurture an ability to present themselves and their work to others. We aim to build performance and confidence skills over time in a supportive environment.

Year 7	Autumn term	Spring term	Summer term
	<p>Unit 1 – Greek Myths and Storytelling. In this unit we use creative, physical skills to explore the ancient art of storytelling.</p> <p>Unit 2 – Performing a script. The students learn a script and prepare it for performance within a group. This builds fundamental understanding of how to work with a script, and prepare a character for performance within a group of performers.</p>	<p>Unit 3 – Introduction to Physical Theatre. The students study using to create objects and emotions, through the story of Alice in Wonderland.</p> <p>Unit 4 – Bullying: a Theatre In Education project. The students study the style of Theatre in Education, and create an anti-bullying performance for a younger audience.</p>	<p>Unit 5 – Bugsy Malone by Alan Parker. The students study the play Bugsy Malone, and learn about design, directing and acting. They will also learn about the historical context of the play, and prepare an extract for performance within a group.</p>

Year 8	Autumn term	Spring term	Summer term
	<p>Unit 1 – Sam: a process drama. The students use drama skills and strategies to explore the story of a missing teenager.</p> <p>Unit 2 – Slapstick. The students learn the development of physical comedy, and explore new performance skills through slapstick routines.</p>	<p>Unit 3 – Stephen Lawrence: Exploring Racism. The students use drama skills and techniques to explore the death of Stephen Lawrence, whilst learning about the historical context and social impact of this tragedy.</p> <p>Unit 4 – Darkwood Manor. The students ‘visit’ Darkwood Manor through Drama skills and techniques, to explore a haunted house with a lot of secrets.</p>	<p>Unit 5 – The Hitchhiker by Anthony Horowitz. This unit explores creating tension and suspense on stage, explores soundscapes, thought tracking and direct address, and teaches the skill of creative adaption.</p>

Year 9	Autumn term	Spring term	Summer term
	<p>Unit 1 – Blood Brothers by Willy Russell. The students explore the play, and the performance, design and directing demands of this text in performance.</p> <p>Unit 2 – Abstract Theatre. Within this unit the students explore experimental devising processes to build devising skills and innovation within performance.</p>	<p>Unit 3 – Let Him have It – exploring crime and punishment through the life of Derek Bentley. The students learn the historical context of the case, and explore the emotional impact on him, his family and society at the time. They learn fundamental drama techniques that support their creative and innovative development.</p> <p>Unit 4 – Too Much Punch for Judy by Mark Wheeler. The students study the societal impact of drink driving through this creative play about a real life event.</p>	<p>Unit 5 – Fame and Privacy – the students explore the modern construct of Fame and how it has impacted our right to Privacy. They use drama skills and techniques to explore the impact of the individual.</p> <p>Unit 6 – Make – up design Unit – the students learn about the history of make-up design, explore basic make-up design skills, and apply their understanding through design application.</p>

Year 10	Autumn term	Spring term	Summer term
	<p>From Greek to Modern Day – The students explore the history of theatre and its formative styles, to gain a deeper understanding of the historical context of Theatre, and the different demands of individual styles and practitioners.</p> <p>Component 1 mini mock – the students end this term by completing a devising mock exam, incorporating the written element.</p>	<p>Component 3 – Study of a set text – the students study the set text for part A of the written exam, and explore the acting, directing and design demands of the text in performance. They explore the written skills needed to express themselves in a written exam with clarity and focus.</p> <p>Live Theatre Visit – the students visit the theatre and explore theatre evaluation, to prepare them for part B of Component 3, the written exam.</p>	<p>Component 1 – Devising. The students complete the first 40% of the course through the devising unit, which incorporates a performance, a written portfolio and a written evaluation.</p>

Year 11	Autumn term	Spring term	Summer term
	<p>Component 2 – Text in Performance. The students explore a range of performance texts, which will inform their choices for the scripted exam, component 2. They will explore a range of performance styles and techniques.</p> <p>Component 3 revision of the set text and live theatre.</p> <p>Mock exam for Component 3 #2.</p>	<p>Component 2 Scripted performance preparation. The students will work in small groups to prepare the performance of a script, incorporating all design elements.</p> <p>Live Theatre Visit.</p> <p>Component 3 written exam preparation.</p>	<p>Preparation for and completion of Component 3 in the written exam season.</p>