

Curriculum map template (by subject)

How to use this

- › Choose this template format if you want to look at how pupils develop their knowledge and skills in one subject from the start to the end of school
- › Adapt it to suit your school's context and curriculum design
- › The level of detail you go into will depend on your school's curriculum design and context – but try to be concise so your colleagues can easily follow your plan
- › Fill in the **name of the subject** below
- › If you have a key topic, theme or value that you'll cover in each term/half term, fill this in – but don't worry if you don't have one, just delete that particular row in the template
- › This template is for both primary and secondary schools – amend the year groups below if you're a secondary school

Name of subject [Drama]

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>YEAR 7 (Key Stage 3)</p>	<p>Non- verbal communication.</p> <p>This establishes from the outset that drama is a visual art, not exclusively vocal and that both vocal and physical skills are vital in producing a strong performance.</p> <ul style="list-style-type: none"> • Introduction to Drama • Physical Skills • Facial Expression • Gesture • Posture • Body language 	<p>Oliver Twist.</p> <p>This unit is placed in the historical context of the Victorian era and explore social class and the workhouse.</p> <ul style="list-style-type: none"> • Script work • Exploration of characters • How to interpret characters • Devising in groups 	<p>Melodrama.</p> <p>Students see examples of short melodramas which explore stock characters and the exaggerated presentation of the narrative.</p> <ul style="list-style-type: none"> • Stock characters • Exaggerated presentation of narrative • Devising on stimuli 	<p>Shakespeare</p> <p>Further script work and exploration of our most famous playwright.</p> <ul style="list-style-type: none"> • Romeo & Juliet • A Midsummer Night's Dream • Macbeth (the three witches) 	<p>Evacuees/ Exporting Children.</p> <p>A historical perspective, using verbatim evidence from children who were evacuated in the second World War and those who were taken from children's homes and broken families in the four decades leading up to 1967, to be transported to a new life in Australia.</p> <ul style="list-style-type: none"> • Empathy • Hot Seating • Devising 	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 8 (Key Stage 3)	<p>'Jo'.</p> <p>This is the story of a teenage boy who climbs out of his bedroom window and is found half a mile away from home, wrapped only in his quilt, who is taken to hospital and is then transferred to a psychiatric unit because he is unresponsive. In this topic, students learn how to respond to teacher in role. We explore mental health issues and the role of various agencies in looking after young people. The outcome is a devised piece which 'solves the mystery' of why and how Jo ended up where he did.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Teacher in role • Hot seating • Cross-cutting <p>Themes</p> <ul style="list-style-type: none"> • Mental health • Friendships, • Relationships between teenagers and their parents • The role of Social Services • The role of the Police • The (pastoral) role of teachers. 	<p>Making A Stand.</p> <p>In this unit, we look at the story of Rosa Parks, listen to MLK's I Have A Dream speech, explore civil rights in America during a time of segregation, explore apartheid in south Africa and Nelson Mandela and look at how, in WW2, the Jewish people were denied their rights and were sent to death camps, resulting in the murder of millions. The outcome is a devised piece where students consider an aspect of life which is important to them and something that they are prepared either to stand up for or against.</p> <p>Themes:</p> <ul style="list-style-type: none"> • Civil rights • Segregation • Apartheid • The Holocaust • Rosa Parks • Martin Luther King • Nelson Mandela 	<p>Plays: DNA, Face and Chatroom.</p> <p>All these plays have bullying as a main theme. Script work and exploration of characters is important, with students beginning to learn short extracts. There is a discussion about bullying; who bullies, who are the victims, why people in all walks of life bully others and the short and long term impact of bullying upon the victims. As the outcome of this is a short film, which students create in groups, we look at short films and their filming techniques.</p> <ul style="list-style-type: none"> • Analysing plays • Themes and characterization • Bullying • Short film project <p>Play: His Dark Materials.</p>			

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>YEAR 9</p> <p>(Key Stage 4)</p>	<p>Developing performance skill through improvisation and text</p> <p>Identifying and understanding vocal and physical skills through observation of professional works and studio work.</p> <p>Theatre makers and stage configurations.</p>	<p>Introduction to set text, Blood Brothers. This will be ongoing throughout Y9 and Y10, with analysis through theory work and studio work. Visit to theatre to see live performance of the play.</p> <p>Extended project based upon poem, 'Heard it in the Papers'.</p>	<p>Introduction to Component 3, Texts in Practice. Students learn and rehearse extracts from 3 plays, DNA, The Riots and Macbeth.</p> <p>Introduction to devising; blocking, staging and general stage craft, use of props.</p>	<p>Styles of theatre.</p> <p>Brecht – leading to devised piece.</p> <p>Physical theatre, studying the work of Frantic Assembly Company. Participation in on- line workshop. Chair duos.</p> <p>The study of three of Frantic Assembly's works; 'Things I Think I Know', 'Lovesong' and 'I think We Are Alone'.</p> <p>The study of 'Can We Talk About This' by DV8 physical theatre company.</p>	<p>Learning to operate the lighting desk.</p> <p>Use of sound FX to enhance devised work.</p> <p>Costume/make up.</p> <p>Melodrama.</p> <p>Verbatim theatre, reference to the play, The Riots.</p> <p>Exploring stimuli for mock devised piece.</p>	<p>Mock devised piece.</p> <p>The Devising Log.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>YEAR 10 (Key Stage 4)</p>	<p>Component 1, Live Theatre analysis. Visit to theatre; examples of productions seen, War Horse, the Curious Incident of the Dog in the Night -Time, Private Peaceful, I think We Are Alone.</p> <p>Live Theatre essay writing in preparation for written paper; on-going.</p>	<p>Focus on written paper, Sections B and C, Set Text and Live Theatre.</p> <p>Further development of performance skills (studio based).</p>	<p>How to use a fusion of theatre styles in order to enhance devised pieces. Outcome, a series of short devised pieces, based upon a range of ideas.</p> <p>Planning production values in devised work.</p>	<p>Responding to visual stimuli for devising. Example Guernica by Picasso.</p> <p>Component 3, Texts in Practice; extended extracts of play scripts, monologues, duologues and groups. Interpretation of scripts in rehearsal, using various forms of theatre.</p>	<p>Mock devised piece and Devising Log.</p>	<p>Mock devised piece and Devising Log.</p>
<p>YEAR 11 (Key Stage 4)</p>	<p>Final devised piece and Devising Log.</p> <p>Final Texts in Practice for examination.</p>	<p>Final devised piece and devising Log.</p> <p>Final Texts in Practice for examination.</p>	<p>Revision of Set Text, Live Theatre and Theatre Makers.</p> <p>Final Texts in Practice rehearsals.</p>	<p>Revision.</p> <p>Texts in Practice.</p> <p>Filming of devised pieces.</p>	<p>Visiting examiner for Texts in Practice.</p>	<p>Summer examination.</p>