Performing Arts Curriculum Map

Vision Statement

The Drama Department focuses on developing skills in performing, analysing and evaluating drama and theatre through exploration of themes, texts and dramatic practices. We aim to develop individuality, and to inspire our students to become reflective and creative individuals with the confidence to explore and question the world around them. Through Drama, we aim to encourage students to think and express themselves with flair and confidence and to encourage our Christian values such as tolerance and understanding. Through scripted role-play, improvisation and theoretical practice, pupils have the opportunity to discover and perform different styles and creative roles within theatre as well as the chance to develop a culture in the Arts outside of the classroom through the work of professional practitioners and theatre visits.

At The Salesian Academy of St John Bosco, we believe music plays a vital role in personal expression and development and find it is a unique way of communicating that can inspire and motivate pupils. Making music provides opportunities for physical, intellectual, imaginative and spiritual development, and we believe it should be accessible for every pupil. Successful participation in music develops pupils' self-esteem, confidence, well-being and learning skills. Music lessons at our school develops pupils skills in both performing and composing, but we also offer numerous opportunities for specific musical passions and talents to be cultivated outside of the classroom through specialist instrumental lessons.

Year 7 Curriculum INTENT

In Year 7, the curriculum covers basic acting skills in movement and voice as well as a variety of styles, theatrical conventions and contexts using scripts and a range of stimuli. Drama pupils will be learning new skills and techniques of theatre and performance. They will be recapping on previous skills learnt in year 6 to embed and enhance the use and knowledge of these prior skills. Character development through movement and vocal skills, linked to both a stimulus performance work and themed contexts, will also be developed through role play, rehearsal and improvisation activities.

In Year 7 Music pupils will be learning new skills and techniques of music in composing, listening and performance. They will be recapping on previous skills learnt in year 6 to embed and enhance the use and knowledge of these prior skills. Musical notation, composing and performance development through singing, playing and listening, linked to both a stimulus performance work and themed contexts. Pupils will work as solos and ensembles and will look at some genres of music such as rock and pop with the Beatles. Using resources such as Just Play pupils will look into developing guitar skills as well as Piano skills and notation through units of work.

Year 7 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Darkwood Manor Main theatre skills/performer skills. Freeze frame and slow motion. Stimuli performance. Vocal skills. Soundscapes.		Prior skills at KS2. Pupils will have had some basic use of speaking and listening through such things as reading and storytelling in English at KS2. Some role-play may have taken place in lessons and even small performances during celebrations so this SOW will sequence and introduce the main physical and vocal skills of drama and introduce a few of the basic theatrical concepts.	Spoken English • speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
Keyboard skills and the elements of music. Introducing pupil to key musical elements within notation and rhythm as well and basic		Pupils will have some knowledge notation and will have performed singing as ensembles and some ensemble playing work. Building upon this, this unit will give pupils the opportunity to build more understanding of notation and	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically,

keyboard skills such as melody and chords and use of hands. Introduction to graphic scores and symbolic ways to notate music, as well as soundscape and representations of sound in composition.		rhythm through listening and performance tasks using sheet music, sight reading and the piano/keyboard. Ensemble work in both singing and keyboard to develop teamworking and performance skills. Pupils will develop a deeper knowledge of the elements of music as well as ways to compose music of their own using graphic notation scores and soundscape.	fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Year 7 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Romeo and Juliet Stimulus work, script creation and devising. Character development and hot-seating. Cross cutting and specific mark the moment techniques. Shakespearean insults and language and analysis of language.		Pupils will continue to work on developing their new knowledge of vocal skills such as tone, pitch, pace, projection and pause to create believable roles and characters in performance work. They will be adapting and modernising key scenes from this iconic play and getting to play about with the Shakespearean language and use it in performance. Also adapting key moments to suit more modern times and contexts in both language and action. Use of new theatrical conventions and use and retrieval of prior ones also to inform and enhance their performance work for stage.	• speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

			• studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
Body Percussion Pupils will learn about basic notation and rhythm using their body and object to create sounds and compositions. Working in small groups and solo pupils will compose music considering the elements of music.		The sow will look at binary and ternary form, structure and music and a more in depth development and understanding of the elements of music by incorporating them into their compositions. Chair drumming using drum sticks will support rhythm and notation.	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Year 7 Curriculum Map – Summer			
Topic details	**No. of Lessons**	**Rational/sequencing**	**N.C. coverage**
Physical Theatre Body as props.		Pupils will be able to use choral work and narration in more detail to develop plot and character. Use of style linked to	speak confidently and effectively

Physical theatre and storytelling. Blocking and positioning. Form building. Exaggeration. Choral speaking techniques		naturalism to support different style knowledge. Enhanced use of body in physical theatre will portray better character.	• using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
Graphic scores. Pupils will work as solos and in small ensembles to create their own graphic music scores. Pupils will first have a refresher on the notes of music covered so far and the elements of music from prior work.		In ensembles and as solos pupil will compose their own graphic music scores. Pupils will have an introduction on how to play the keyboard, as well as using the correct hand for chords and melody. Pupils will be shown the basic 4 chords in music. Working with given piece of music , they will develop their skills playing a traditional; piece of music on the keyboard.	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Year 8 Curriculum INTENT
In Year 8, the curriculum covers basic acting skills in movement and voice as well as a variety of styles, theatrical conventions and contexts using scripts and a range of stimuli. Each lesson has an engaging context, theme or chosen studied text that best fits the interests, social demographic or locality of the students. The focus of every drama lesson is to not only develop theatrical skill and literacy, but also teamwork, self-control, co-operation, communication, independence, and mutual respect. In In Year 8 Music pupils will be learning new skills and techniques of music in composing, listening and performance. They will be recapping on previous skills learnt in year 7 to embed and enhance the use and knowledge of these prior skills. Music notation, composing and performance development through playing and listening, linked to both a stimulus performance work and themed contexts. Pupils will work as solos and ensembles and will look at some

cultural music styles and the effects music on in film. Using online music platforms pupils will continue to develop their knowledge of music production online.

Year 8 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Our Day Out Voice and movement skills for character development. Sustaining a role and performing from script Main theatre skills/performer skills. Stimuli performance work and development techniques.		Using scripts and video extracts pupils will use and develop improvisation skills in more detail. They will develop voice and movement skills for detailed character portrayal and enhance their techniques knowledge using cross cutting, flashback and flashforward to develop characters and plot in more detail. Using both off text video and on text stimulus work and ROW to devise and perform.	speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
Music in Film. Re-introducing pupils to key musical elements within notation and rhythm. Introduction to ostinato and leitmotifs in music. Listening skills and tasks used to understand how sound and music is used to create moods and atmosphere.		Pupils will work through a series of fun listening and visual tasks from film music, aiming to learn about leitmotifs in music and why they are used. Pupils will work in ensembles and solos to create their own patterns for leitmotifs, also focusing on deepening their knowledge of notation and key elements of music.	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

			use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of music from great composers and musicians

Year 8 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Gang Culture Developing understanding of culture background. Joint enterprise, cuckooing and initiation as well as why people join gangs and profiling. Voice and movement skills embedded for characters. Sustaining a role and devising from stimulus.		Pupils will continue to build on their use of character movement skills to develop character portrayal for believability and empathy. Using styles such as advert theatre and theatre in education pupils will learn how to perform to audiences in different ways and deliver their message. Marking the moment techniques will be introduced and pupils will learn some basic stage combat moves to perform and stage fight scenes with both safety and realism. Cross cutting to move between time and places on stage as well as narration will be developed. Romeo and Juliet Shakespeare link lesson looking at stage combat, Shakespearean language and plot.	speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
The Djembe-African Drumming Pupils will look in detail at ostinato and polyrhythm. Working with the teachers and in ensembles, pupils will learn how to play the djembe drum, also looking in a little detail		Using a variety of practical exercises pupils will learn about rhythm for the djembe drum. Pupils will be able to develop notation and rhythm in more depth through ensemble work, listening tasks and practical activities using their drum such as Call and Response.	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

about of its origins and history within the culture.		Performing and composing their own djembe drumming pieces, they will be looking at time sequence and key elements of music in more detail to give meaning and feeling to their drumming composing. Ostinato and polyrhythm will be key terms developed when using the djembe and drumming.	improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history.

Year 8 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Theatre in Education Pupils will have a whole SOW on this style. This style is used a lot in KS4 and GCSE. Introduction to some basic Brechtian techniques with Epic theatre practitioner methods.		Pupils will understand what TIE is and its key features and will understand what is meant by 'target audience'. Pupils will look in detail at character development techniques such as hot-seating, conscience alley thought tracking, cross cutting, flashforward and ROW. Pupils will develop knowledge of different ways improvisation such as spontaneous and polished improvisation. Revisiting the advert theatre style and using different stimuli to devise from to create and tell clear messages. Breaking the fourth wall as Brecht does in his	speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to

		methods, will be used to address an audience directly under this style.	generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
Music in the Media. Pupils will work as a producer, creating their own 'radio jingle' using sounds of the keyboard and singing. They will compose a simple ostinato rhythm with lyrics that sell a product they have invented.		As a music/marketing producer pupils will develop their knowledge of jingles and slogans in musical advertising. Pupils will have a recap of the notes and elements of music to enhance their product and consider genre for their music. Working in small ensemble groups they will work over several lessons on their actual jingle with use of the keyboards, playing and composing simple melodies ad also using the sounds on the keyboard for musical representation.	improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that

			they perform and to which they listen, and its history.

Year 9 Curriculum INTENT
In Year 9 Drama pupils will be learning new skills and techniques of theatre and performance, as well as developing and building on their skills learnt from the last year. They will be recapping on previous skills learnt in year 8 to embed and enhance the use and knowledge of these prior skills. Character development through movement and vocal skills, linked to both a stimulus performance work and themed contexts as well as scripted work, will also be developed through role play, rehearsal and improvisation activities. In Year 9 Music pupils will be developing prior skills and techniques of music in composing, listening and performance. They will be recapping on previous skills learnt in year 8 to embed and enhance the use and knowledge of these prior skills. Music notation, composing and performance development through playing and listening, linked to both a stimulus performance work and themed contexts. Pupils will work as solos and ensembles and will look at some cultural music styles and the effects music on in film. Using online music platforms pupils will continue to develop their knowledge of music production online.

Year 9 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Blood Brothers unit. Voice and movement skills for character development. Sustaining a role and performing from script Main theatre skills/performer skills. Stimuli performance work and development techniques.		Using scripts and video extracts pupils will use and develop improvisation skills in more detail. They will develop voice and movement skills for detailed character portrayal and enhance their techniques knowledge using cross cutting, flashback and flash forward to develop characters and plot in more detail. Using both off text and on text stimulus work and ROW to devise and perform. This text is directly linked to GCSE Drama as the component 3 set text we use.	• speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation,

			tone, volume, mood, silence, stillness and action to add impact • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
RAP Music. Pupils will be introduced to the Rap style and focus on looking at the three main types, battle, scripted and freestyle. Using key musical elements within notation and rhythm to add depth to their pieces. Introduction to MC'ing will help develop their Rap pieces and the listening tasks will help develop their understanding of how rhythm, experiences and voice in Rap are used to create rhythmic storytelling.		Pupils will work through a series of listening and visual tasks from various artists of Rap in the different styles of Rap. Using links with English and rhyming couplets and poetry pupils will create Rap songs as a small ensemble. They will also focus on either using MC'ing with basic body percussion of chord sequences using the keyboards to add melodies. Some pupils will opt to Rap over the pre-recorded beats.	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of

			music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history.

Year 9 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
I Love You Mum, I Promise I Won't Die.' Developing an understanding and knowledge of the effects of drugs and its prevalence in today's society. As with each SOW there is a main focus on performer skill development. Development of language use and understanding of new concepts linked to Drama and English.		Using off and on text script work and other off text stimuli such as clips and dialogue to develop plot creating, improvisation and language use. Devising skills and styles developed as well as using character development techniques such as dramatic irony, situation drama and marking the moment. Sound collage and choral work will support language use and style, whilst the use of symbolism in prop and movement will pupils to understand how to stylise more abstract work. Pupils will learn how to transition between scenes both on and off stage entrance and exits also.	• speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
Reggae Music Pupils will look in detail at the history of Reggae and the other styles it inspired. They will learn about the Rastafarian culture and the role it played in Reggae.		Pupils will work through a series of listening and visual tasks from various artists of Reggae and learn about the history of the style. As solos and ensembles they will work on their keyboard skills using chord sequencing and using both hands for melody and chords learning to play Marley's Three Little Birds.	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

			improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history.

Year 9 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Devising and stimulus work. Using a range of given stimuli pupils will work in groups on this independently led unit on Devising. This will be a mini mock on the component 2 devising unit of GCSE drama at KS4.		Choosing a specific style and plot from a chosen stimulus, pupils will work to the GCSE Drama Devising brief and create their own performance piece in groups. Some pupils may work as a designer. This unit will be teacher facilitated to start but largely pupil led from there. This is there chance to put to use their knowledge of performer skills and techniques within their work using the grading criteria to support their creating.	

Popular Music. Pupils will be introduced to the structure of popular music. Using examples and listening tasks for popular music over the decades. Pupils will work on a Beatles pieces of music. Let it BE Hard Days Night (MA)		Pupils will work on their keyboard skill and each given a piece of popular Beatles music to perform. Over the lessons they will rehears this piece of popular music after learning about the structure of music in this genre. Pupils will learn the chord sequence for Let it Be after a recap on the main 4 chords in music and the chords of Let it Be.	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history.

Year 10 Curriculum INTENT
In Year10 Drama pupils will be learning new skills and techniques of theatre and performance, as well as developing and building on their skills learnt from the last year. They will be recapping on previous skills learnt in year 9 to embed and enhance the use and knowledge of these prior skills. Character development through movement and vocal skills, linked to both a stimulus performance work and themed contexts as well as scripted work, will also be developed through role play, rehearsal and improvisation activities. Pupils will be building their knowledge of analysis of live theatres, building up on Year 9 knowledge of stage areas, configurations and job roles. Using the key exam text of Blood Brothers, they will learn to consider performance skills for roles within with reasoning and justification. Devising exam unit will begin.

Year 10 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Component 1-Understanding Drama AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Students will be getting to know the GCSE group to create positive working relationships and the right climate for practical exploration. They will be given an overview of the GCSE course and its requirements. They will develop teamwork, communication and collaboration skills working in groups of varying sizes. They will understand the expectations within drama at GCSE level.		Students will learn correct drama and theatre terminology and how to use it appropriately. Students will develop an understanding of the implications of stage configurations on the use of the performance space. They will develop an understanding of the roles and responsibilities of theatre makers in contemporary professional practice the activities each may undertake on a day-to-day basis the aspect(s) of the rehearsal/performance process each is accountable for (their contribution to the whole production being a success). Pupils will look at key questions from the written examination linked to voice and movement and how to structure answers to the question using key terminology.	• speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

			• studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a Play Reading Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: • reading a wide range of fiction and non-fiction, including in particular short stories, poems and plays understand increasingly challenging texts through • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing • checking their understanding to make sure that what they have read makes sense read critically through:

			• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Writing Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through: • writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other

			narrative and non-narrative texts, including arguments, and personal and formal letters • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • plan, draft, edit and proofread through: • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2

			programmes of study for English
Component 1-Understanding Drama AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Students will study and explore practically the play 'Blood Brothers'. They will develop their knowledge and understanding of the characteristics and context of the whole play, exploring ideas for how the play may be interpreted practically. They will study the characteristics of performance text(s) and dramatic work(s), such as character motivation and interaction.		Students will develop and understanding of the social, cultural and historical context in which the performance texts studied are set and the theatrical conventions of the period in which the performance texts studied were created. How meaning is interpreted and communicated. Reading of the text and analysis of it will take place during lesson times with the teacher. Pupils will partake in practical exploration of the text and the themes through workshop activities. Pupils will look at key questions from the written examination linked to voice and movement of the characters within the text.	• speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a Play Reading Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: • reading a wide range of fiction and non-fiction,

			including in particular short stories, poems and plays understand increasingly challenging texts through • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing • checking their understanding to make sure that what they have read makes sense read critically through: • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Writing

			Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through: • writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • plan, draft, edit and proofread through:

			• considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English

Year 10 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Component 1-Understanding Drama Styles – Artaud and Theatre in Education AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.		Students will continue their exploration and learning on different performance styles and practitioners. They will create devised work based on each different practitioner style using their specific methods of acting. Pupils will be introduced to the Theatre in Education style. This is a good example of a style that can be used to explore and even inform their final Devising piece as this component calls for the use of specific practitioners to inform the work and specific styles of theatre. Artaud's Theatre of Cruelty and Brecht's Epic theatre will also be explored.	• speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation,

They will develop their knowledge and understanding of the characteristics of each practitioner and context of the methods used. They will study the characteristics of practitioner and their methods and how meaning is interpreted and communicated.		This has still taken place online, with practical based lesson via video and audio using the key methods of each practitioner. More practical on this in group work will be needed on return and will link into the devising component. Lots of research tasks and discussion and video clips have supported knowledge building.	tone, volume, mood, silence, stillness and action to add impact • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a Play Reading Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular short stories, poems and plays understand increasingly challenging texts through making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing checking their understanding to make sure that what they have read makes sense read critically through:

			knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning studying setting, plot, and characterisation, and the effects of these understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Writing Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

			applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proofread through: considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English
Component 1- Understanding Drama Live theatre production AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance.		Pupils will be taken to see a piece of Live theatre in order to create a written evaluation of the piece. Pupils will also watch live theatre examples in class to evaluate at a more productive pace before going to see and evaluate an actual live piece. Pupils will be given writing frames and exemplar piece of work to help their own writing.	AS ABOVE

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Pupils will learn the different types of performance and production elements for drama and theatre. They will develop an understanding of how the play: -has been interpreted in the production seen and what messages the company might be trying to communicate -the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers -the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.		Live theatre watched online (Billy Elliot live) and analysed and evaluated. Currently online, pupils are analysing key scenes from the play and creating flash cards for retrieval for their write up mock on this component of the GCSE exam when back in school	

Year 10 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Component 2- Devising Drama AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others.		Each student must choose to be assessed as a performer or performance support (i.e. lighting). For assessment, students must perform or create realised designs for a devised duologue or group piece. Students will develop their ability to: • carry out research • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress	Writing Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through: • writing for a wide range of purposes and audiences, including: well-structured formal

During this unit students must learn how to create and develop ideas to communicate meaning in a devised theatrical performance and must draw on and demonstrate a practical understanding of the subject content studied in the previous term		• analyse and evaluate their own process of creating devised drama.	expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • plan, draft, edit and proofread through: • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

			• paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English peak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

Component 2- Devising Drama AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others. During this unit students must learn how to create and develop ideas to communicate meaning in a devised theatrical performance and must draw on and demonstrate a practical understanding of the subject content studied in the previous term.		Each student must choose to be assessed as a performer or performance support (i.e. lighting). For assessment, students must perform or create realised designs for a devised duologue or group piece. Students will develop their ability to: • carry out research • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress • analyse and evaluate their own process of creating devised drama.	AS ABOVE

Year 11 Curriculum INTENT
In Year 11 Drama pupils will be building and bringing together all the skills and techniques of the last 4 years of work in Drama. Particularly the work done in Year 10 KS4. They will be recapping on previous analytical skills and performance skills from Year 10 to embed and enhance the use and knowledge of these skills. Character development through movement and vocal skills, linked to both a stimulus performance work and themed contexts as well as scripted work, will also be developed through role play, rehearsal and improvisation activities leading to their final performance exam and well as supporting evaluation and analytical work in the written exam. Pupils will be building their knowledge of analysis of live theatres, building upon knowledge of stage areas, configurations and job roles. Using the key exam text of Blood Brothers, they will learn to consider performance skills for roles within with reasoning and justification in more depth and detail.

Year 11 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Component 3- Texts in Practice. Monologue, duologues or group scripted work.		This unit is all about a culmination of the skills and techniques and styles pupils have learnt throughout the	• speak confidently and effectively

Performance of Extract 1 (20 marks) and Extract 2 (20 marks) 40 marks in total 20 % of GCSE Pupils will start to develop their Component 3 Texts in Practice. Some may want to work with the pairs they had last time during mock work in Year 10 and use the same texts they had, or they can develop new groups and pieces from new text pieces. This will be carefully guided by the teacher. Pupils will be required to choose, learn and dramatically develop a piece of script for a given/chosen text. This will be done for 2 extracts from the text. They can choose to work as a solo, in a duo or in a group and timings are given depending on the chosen performance group size.		course. They will develop their performance pieces in their own interpretation and using the exam criteria make use of key skills and techniques to enhance their performance work and characters. Rehearsals will be key and a lot of independent led learning and development in this unit. They will aim to have extract 1 complete and polished in this first part of the term.	• using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
Component 3- Texts in Practice. Monologue, duologues or group scripted work. January-March visiting examiner in. Pupils will continue building their performance pieces using the criteria as a support and guidance tool.		Taking on feedback and reflection on rehearsal work pupils will continue to develop their work for their final performances. Rehearsals will be key and a lot of independent led learning and development in this unit. They will aim to have both extracts 1 and 2 complete and polished by the end of this whole term at Christmas.	AS ABOVE

Year 11 Curriculum Map – Spring

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Component 1-Understanding Drama AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Live theatre production recap. Pupils will spend 3 weeks revisiting this and practising how to evaluate live theatre again from the work previously done. In the actual examination they will write about the piece they have been to see and considered in the writing practice. Pupils will recap the different types of performance and production elements for drama and theatre. They will take part in mock questions related to evaluating these elements of drama from practice questions on their theatre visit play.		They will develop an understanding of how the play: -has been interpreted in the production seen and what messages the company might be trying to communicate -the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers -the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design. Students will explore practically the play 'Blood Brothers'. They will develop their knowledge and understanding of the characteristics and context of the whole play, exploring ideas for how the play may be interpreted practically. They will study the characteristics of performance text(s) and dramatic work(s), such as character motivation and interaction.	• speak confidently and effectively • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a Play Reading Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: • reading a wide range of fiction and non-fiction, including

			in particular short stories, poems and plays understand increasingly challenging texts through • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing • checking their understanding to make sure that what they have read makes sense read critically through: • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Writing Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through:

			• writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • plan, draft, edit and proofread through: • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • paying attention to accurate grammar, punctuation

			and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English
Component 1- Understanding Drama set text Blood Brothers. Pop up exam questions in class. Mock exam paper March 1 hr 45 mins. Teacher to look over key downfalls of each pupils' mock paper to inform their revising for half term and the in-class pop up questions for the Remainer of the term.		They will develop an understanding of how the play: -has been interpreted in the production seen and what messages the company might be trying to communicate -the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers -the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design. Students will explore practically the play 'Blood Brothers'. They will develop their knowledge and understanding of the characteristics and context of the whole play, exploring ideas for how the play may be interpreted practically. They will study the characteristics of performance text(s) and dramatic work(s), such as character motivation and interaction.	