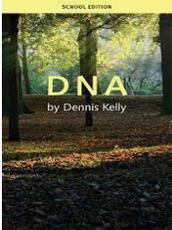
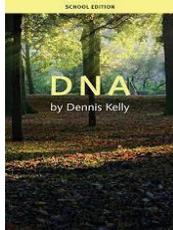
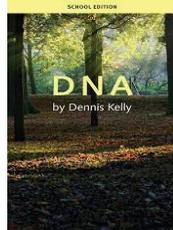


# Curriculum Map 2021/2022

## YEAR 10 DRAMA

The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	<p><b>Component 3 Set Text DNA Practical Exploration</b></p> 	<p><b>Component 3 Set Text DNA Practical Exploration</b></p> 	<p><b>Component 3 Set Text DNA Exam Technique</b></p> 	<p><b>Practitioner Re- Cap/Study</b></p> 	<p><b>Component 1: Devising</b></p> 	<p><b>Component 1: Devising</b></p> 
<p><b>CONTENT</b></p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<ul style="list-style-type: none"> <li>Playwright's intentions</li> <li>Role of the actor, director, designer (Set, Costume, Lighting, Sound)</li> <li>Genre &amp; Style</li> <li>Historical, cultural, social &amp; political context</li> <li>Know and understand the context, plot and characters</li> <li>Know and understand a variety of performance</li> </ul>	<ul style="list-style-type: none"> <li>Playwright's intentions</li> <li>Role of the actor, director, designer (Set, Costume, Lighting, Sound)</li> <li>Genre &amp; Style</li> <li>Historical, cultural, social &amp; political context</li> <li>Know and understand the context, plot and characters</li> <li>Know and understand a variety of performance</li> </ul>	<ul style="list-style-type: none"> <li>Playwright's intentions</li> <li>Role of the actor, director, designer (Set, Costume, Lighting, Sound)</li> <li>Genre &amp; Style</li> <li>Historical, cultural, social &amp; political context</li> <li>Know and understand context, plot and characters</li> <li>Know and understand how a variety of performance conventions can be</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand the historical, Political and social context that a practitioner was working within</li> <li>Know and understand the theory, style and genre related to the practitioner</li> <li>Know, understand and apply theory &amp; technique to the practical</li> <li>Role of the actor/audience</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand how to create a performance with careful attention to plot and characters</li> <li>Know and understand how to create a performance in response to a given stimulus</li> <li>Know and understand how to link practitioner theory, style and genre to the practical</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand how to create a performance with careful attention to plot and characters</li> <li>Know and understand how to create a performance in response to a given stimulus</li> <li>Know and understand how to link practitioner theory, style and genre to the practical</li> </ul>

	<p>conventions and how they can be used effectively in performance</p> <ul style="list-style-type: none"> <li>• Know and understand how to analyse theatre performances for enjoyment as well as academic study</li> <li>• How to link practical to GCSE examination responses</li> </ul> <p>Cross Curricular Links: PSHCE, Art &amp; Design, Design &amp; Technology, English (?)</p>	<p>conventions and how they can be used effectively in performance</p> <ul style="list-style-type: none"> <li>• Know and understand how to analyse theatre performances for enjoyment as well as academic study</li> <li>• How to link practical to GCSE examination responses</li> </ul> <p>Cross Curricular Links: PSHCE, Art &amp; Design, Design &amp; Technology, English (?)</p>	<p>used effectively to achieve a desired outcome</p> <ul style="list-style-type: none"> <li>• Know how to structure exam responses</li> </ul> <p>Cross Curricular Links: PSHCE, Art &amp; Design, Design &amp; Technology, English (?)</p>		<ul style="list-style-type: none"> <li>• Know and understand how to structure a performance</li> <li>• Know and understand how to convey a character in a performance</li> </ul> <p>Cross Curricular Links: PSHCE, English (?)</p>	<ul style="list-style-type: none"> <li>• Know and understand how to structure a performance</li> <li>• Know and understand how to convey a character in a performance</li> </ul> <p>Cross Curricular Links: PSHCE, English (?)</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<ul style="list-style-type: none"> <li>- The ability to recognise and understand the roles and responsibilities of performer, designer and director</li> <li>- The ability to recognise how and where social, historical and cultural contexts are reflected through the text</li> <li>- The ability to recognise how and where social, historical and cultural contexts are reflected through design and acting choices</li> <li>- The ability to analyse and evaluate their own work and the work of others</li> <li>- The ability to</li> </ul>	<ul style="list-style-type: none"> <li>- The ability to recognise and understand the roles and responsibilities of performer, designer and director</li> <li>- The ability to recognise how and where social, historical and cultural contexts are reflected through the text</li> <li>- The ability to recognise how and where social, historical and cultural contexts are reflected through design and acting choices</li> <li>- The ability to analyse and evaluate their own work and the work of others</li> <li>- The ability to</li> </ul>	<ul style="list-style-type: none"> <li>- The ability to recognise, understand and communicate the choices made by the performer, director And designer</li> <li>- The ability to recognise and communicate how and where social, historical and cultural contexts are reflected through directing, design and acting choices</li> </ul>	<ul style="list-style-type: none"> <li>- The ability to recognise and understand the roles and responsibilities of performer, designer and director</li> <li>- The ability to recognise how and where social, historical and cultural contexts impact on practitioner choices</li> <li>- The ability to analyse and evaluate their own work and the work of others</li> <li>- The ability to understand how performance texts can be interpreted and performed.</li> <li>- The ability to understand how</li> </ul>	<ul style="list-style-type: none"> <li>- The ability to engage a target audience</li> <li>- The ability to convey meaning through vocal and physical skills</li> <li>- The ability to utilise a range of performance skills in order to achieve a desired outcome</li> <li>- The ability to apply a range of practitioner techniques</li> <li>- The ability to speak with clarity &amp; confidence</li> <li>- The ability to participate confidently in discussions and collaborative group work</li> <li>- The ability to cooperate, compromise and resolve conflict fairly and swiftly</li> </ul>	<ul style="list-style-type: none"> <li>- The ability to engage a target audience</li> <li>- The ability to convey meaning through vocal and physical skills</li> <li>- The ability to utilise a range of performance skills in order to achieve a desired outcome</li> <li>- The ability to apply a range of practitioner techniques</li> <li>- The ability to speak with clarity &amp; confidence</li> <li>- The ability to participate confidently in discussions and collaborative group work</li> <li>- The ability to cooperate, compromise and resolve conflict fairly and swiftly</li> </ul>

	understand how performance texts can be interpreted and performed.	understand how performance texts can be interpreted and performed.		practitioner theory impacts on performance choices	- The ability to be clear in the intention and desired impact on an audience - The ability to document progress and reflect	- The ability to be clear in the intention and desired impact on an audience
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What does my performance concept look like?</li> <li>• How can I ensure I share my thoughts and ideas succinctly?</li> <li>• How do I embed the context of the original play into my practical and written ideas?</li> <li>• How can I use my drama vocabulary to share my thoughts and ideas clearly?</li> </ul>			<ul style="list-style-type: none"> <li>• Why is the practitioner theory important?</li> <li>• How do the practitioner theories link to current work?</li> <li>• How can I embed practitioner theory and techniques into my practice?</li> <li>• Which practitioner theories and techniques am I already familiar with?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the most important factors when performing to an audience?</li> <li>• How can we develop our performance skills?</li> <li>• How can we ensure our work (written and practical) reflects the assessment criteria and our true potential?</li> <li>• How can we implement the theories of an historical practitioner into our modern performances and truly engage an audience?</li> </ul>	
<b>Assessment</b>	<b>Assessment: Spring 2a</b> Ongoing summative assessment through extended learning focussing on exam style responses			<b>Assessment July</b> Component 1 Practical Devising Exam (40%) Component 1 Portfolio (1 <sup>st</sup> Submission) Component 1 – AO1/ AO2/AO4)		
<b>Extended Learning /Extension Activities</b>	<ul style="list-style-type: none"> <li>• Reading and Research</li> <li>• Creation of performance concept (Component 3 Section A): Set design, production elements, staging, costume</li> <li>• Component 3 Section A Exam questions – Director, actor and designer</li> <li>• Rehearsal</li> <li>• Line Learning</li> <li>• Watching pre-recorded productions</li> <li>• Review notes and review writing</li> <li>• Rehearsal notes</li> <li>• Portfolio responses</li> </ul>					