

**CURRICULUM MAP (Long term plan)**

**SUBJECT : Drama**

**YEAR GROUP : 10**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Substantive knowledge –</b> Essential knowledge & conceptual understanding of the National Curriculum	<p><u>Staging styles:</u> Advantages and disadvantages of each style and how to incorporate them into performance work.</p> <p><u>DNA:</u> Understanding a set text and how to approach it as an actor, director and designer.</p>	<p><u>Live Theatre</u> recognise and understand how theatrical choices are used by theatre makers to create impact. Understand how the meaning of a text can be interpreted and communicated to an audience</p> <p><u>DNA</u> Understanding a set text and how to approach it as an actor, director and designer.</p> <p><u>Component 1 - Devising</u> How to create an effective performance as an actor or designer. How to analyse creative choices.</p>	<p><u>Component 3 - Theatre Makers in Practice</u> Understanding the requirements of the written paper</p> <p><u>Component 1 - Devising</u> Creating a portfolio that analyses the creative process of devising. Performing a piece of devised drama to an audience, using examination criteria to inform outcome.</p>
<b>Disciplinary knowledge - what skills are practised?</b>	<p><u>Staging Styles:</u> Conceptual creativity both within performance and design work.</p> <p><u>DNA:</u> Using knowledge of GEMS skills and applying that to both written and practical tasks. Use of PEEL writing as common practice in all C3 tasks. Students are introduced to key terms for design elements and how to use</p>	<p><u>Live Theatre</u> Analyse and evaluate the work of theatre makers Form critical judgements about live theatre based on understanding of drama and theatre. Analyse and evaluate the ways in which different performance and production elements are brought together to create theatre. Analyse and evaluate the work of others.</p>	<p><u>Component 3</u> Analyse and evaluate the work of theatre makers Form critical judgements about live theatre based on understanding of drama and theatre. Analyse and evaluate the ways in which different performance and production elements are brought together to create theatre. Analyse and evaluate the work of others.</p>

	<p>these successfully in written work.</p>	<p><u>DNA</u>: Using knowledge of GEMS skills and applying that to both written and practical tasks. Use of PEEL writing as common practice in all C3 tasks. Students are introduced to key terms for design elements and how to use these successfully in written work.</p> <p><u>Component 1 - Devising</u> Use of vocal and physical skills, creation of character, communication of creative intent to an audience, understanding of style, genre and theatrical conventions.</p> <p>Student analysis of contribution to the creation, development and realisation of the piece. Consideration of genre, structure, character, form, style, and language. Successful communication of intentions. Understanding of health and safety issues.</p>	<p>Recognise specific challenges for performers, directors and designers based on their own experiences in exploring the chosen text. Using subject-specific terminology in discussing their work as theatre makers.</p> <p><u>Component 1 - Devising</u> Use of vocal and physical skills, creation of character, communication of creative intent to an audience, understanding of style, genre and theatrical conventions.</p> <p>Student analysis of contribution to the creation, development and realisation of the piece. Consideration of genre, structure, character, form, style, and language. Successful communication of intentions. Understanding of health and safety issues. Formulation of portfolio of evidence, including the ability to refine work from a first draft to a final version to submit for examination.</p>
<p><b>Key questions</b> (What is the learning about?)</p>	<p><u>Can I...</u></p> <p><u>Staging Styles</u></p> <p>Can I understand the different styles of staging and how to apply them to different genres of performance work?</p> <p><u>DNA</u></p>	<p><u>Live Theatre</u></p> <p>Can I translate what I see and hear on stage to create meaning in order to develop my understanding of the production? Can I communicate this through PEEL written structure?</p> <p><u>DNA</u></p> <p>Can I understand how to apply my knowledge of GEMS skills to how they are used by actors and directors? Can I use my understanding of the contexts,</p>	<p>C3</p> <p>Can I apply PEEL structure to the written exam paper in order to ensure that essential content is included under timed conditions?</p> <p>C1</p> <p>Can I perform a devised piece with confidence, having used the rehearsal and refinement process to the best of my ability?</p>

	<p>Can I Understand how to apply my knowledge of GEMS skills to how they are used by actors and directors? Can I use my understanding of the contexts, themes and characters in DNA to translate into design ideas for a production of the play? Can I understand how the structure of PEEL writing will help me to include critical content in the written exam?</p>	<p>themes and characters in DNA to translate into design ideas for a production of the play? Can I understand how the structure of PEEL writing will help me to include critical content in the written exam?</p> <p><u>Component 1 - Devising</u> Can I use cooperation and creative intention in order to form a piece of drama that has meaning and exemplifies my understanding of genre, style, form and language? Can I communicate my creative intention and the creative decisions through a written portfolio of evidence?</p>	<p>Can I take on board constructive feedback in order to create a portfolio that supports and concludes the devising process?</p>
<b>Assessment</b>	<p><u>Staging Styles</u>: Practical examples of each style and how they compliment different acting styles.</p> <p><u>DNA</u>: 4, 6 and 9 mark exam questions.</p>	<p>Live Theatre 6 and 9 mark exam question</p> <p>DNA 12 and 14 mark exam question</p>	<p>C3 Mock exam</p> <p>C1 exam</p> <p>C1 portfolio</p>
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p>Script reading (L), Groups and problem solving (N), expression of opinions (O)</p>	<p>Script reading and creation (L), Groups and problem solving (N), expression of opinions, performing of devised script (O)</p>	<p>Written application to exam paper and analysis of extract (L) problem solving and careful application of mark scheme (N)</p>
<b>Cross Curricular Opportunities</b>	<p>Citizenship – DNA contains themes very applicable to teenagers about group dynamics and crime.</p> <p>History: Socio-Politics of Britain.</p>	<p>Citizenship – DNA contains themes very applicable to teenagers about group dynamics and crime.</p> <p>History: Socio-Politics of Britain.</p>	<p>Citizenship – DNA contains themes very applicable to teenagers about group dynamics and crime.</p> <p>History: Socio-Politics of Britain.</p>



	RE: Ethics of crime and punishment.	RE: Ethics of crime and punishment. English: Writing technique	RE: Ethics of crime and punishment. English: Writing technique
<b>Super curriculum</b>	Get involved in at least one of the three extra-curricular opportunities within Drama this year.	Get involved in at least one of the three extra-curricular opportunities within Drama this year. Go to the theatre (local or other) to apply your analysis skills to other productions.	Participate or help in the Creative Arts Festival
<b>Careers</b>	HT 1 The role of an actor and director <a href="https://www.bbc.co.uk/bitesize/articles/z6yg2sg">https://www.bbc.co.uk/bitesize/articles/z6yg2sg</a>  HT 2 The role of a designer <a href="https://www.bbc.co.uk/bitesize/articles/z4wfwty">https://www.bbc.co.uk/bitesize/articles/z4wfwty</a>	HT1 The role of a theatre wardrobe technician <a href="https://www.bbc.co.uk/bitesize/articles/znmxrj6">https://www.bbc.co.uk/bitesize/articles/znmxrj6</a>  HT2 The role of a TV/radio presenter <a href="https://www.bbc.co.uk/bitesize/articles/zd778xs">https://www.bbc.co.uk/bitesize/articles/zd778xs</a>	HT1 The role of a theatre carpenter <a href="https://www.bbc.co.uk/bitesize/articles/zbn4hbk">https://www.bbc.co.uk/bitesize/articles/zbn4hbk</a>  HT2 The role of a technical theatre apprentice <a href="https://www.bbc.co.uk/bitesize/articles/zbn4hbk">https://www.bbc.co.uk/bitesize/articles/zbn4hbk</a>
<b>Equality and Diversity</b> Gender Disability Religion Race Sexuality	DNA contains themes of: Gender identity Learning difficulties Nature Vs Nurture Sexual identity <a href="https://drive.google.com/drive/u/0/folders/1vkW_Xw7LKrW54_dwVJKctaKaTLm0dWp">https://drive.google.com/drive/u/0/folders/1vkW_Xw7LKrW54_dwVJKctaKaTLm0dWp</a>	DNA contains themes of: Gender identity Learning difficulties Nature Vs Nurture Sexual identity  Stimuli for C1 are carefully selected from a diverse collection that inspire ideas, not discriminate against protected groups.  <a href="https://drive.google.com/drive/u/0/folders/1vkW_Xw7LKrW54_dwVJKctaKaTLm0dWp">https://drive.google.com/drive/u/0/folders/1vkW_Xw7LKrW54_dwVJKctaKaTLm0dWp</a> <a href="https://drive.google.com/drive/folders/1j14ZN9fBvL1PGprltmbkcY4oLCU9Sgca">https://drive.google.com/drive/folders/1j14ZN9fBvL1PGprltmbkcY4oLCU9Sgca</a>	DNA contains themes of: Gender identity Learning difficulties Nature Vs Nurture Sexual identity  Stimuli for C1 are carefully selected from a diverse collection that inspire ideas, not discriminate against protected groups.  <a href="https://drive.google.com/drive/u/0/folders/1vkW_Xw7LKrW54_dwVJKctaKaTLm0dWp">https://drive.google.com/drive/u/0/folders/1vkW_Xw7LKrW54_dwVJKctaKaTLm0dWp</a> <a href="https://drive.google.com/drive/folders/1j14ZN9fBvL1PGprltmbkcY4oLCU9Sgca">https://drive.google.com/drive/folders/1j14ZN9fBvL1PGprltmbkcY4oLCU9Sgca</a>
<b>Local Community Links</b>	<a href="https://everyonetheatres.com/hats-on/rare-productions-annie/">https://everyonetheatres.com/hats-on/rare-productions-annie/</a>		

<p><b>British Values</b>  Democracy  The rule of Law  Individual Liberty  Mutual Respect and Tolerance of others  SMSC  Character Education</p>	<p>DNA contains these contexts:  Democracy - How groups work with a hierarchy  Rule of Law - the group break the law and try to hide it  Individual liberty - the group bully someone to death  Respect and tolerance - the group pick on those who they perceive as weak.  SMSC - the group fragments as they deal with the psychological trauma/torment of what they have done.  Character Education: The play deals with the idea of right and wrong and how that is affected by group dynamics.</p>	<p>DNA contains these contexts:  Democracy - How groups work with a hierarchy  Rule of Law - the group break the law and try to hide it  Individual liberty - the group bully someone to death  Respect and tolerance - the group pick on those who they perceive as weak.  SMSC - the group fragments as they deal with the psychological trauma/torment of what they have done.  Character Education: The play deals with the idea of right and wrong and how that is affected by group dynamics.</p> <p>Component 1 - Devising  Includes mutual respect and tolerance of others as students work together in groups to create an exam piece. It is vital that they work together to achieve the desired outcome.</p>	<p>DNA contains these contexts:  Democracy - How groups work with a hierarchy  Rule of Law - the group break the law and try to hide it  Individual liberty - the group bully someone to death  Respect and tolerance - the group pick on those who they perceive as weak.  SMSC - the group fragments as they deal with the psychological trauma/torment of what they have done.  Character Education: The play deals with the idea of right and wrong and how that is affected by group dynamics.</p> <p>Component 1 - Devising  Includes mutual respect and tolerance of others as students work together in groups to create an exam piece.  Character Education: It is vital that they work together to achieve the desired outcome, this involves cooperation and compromise. Students will learn much about themselves and their personal qualities and areas for personal development for future group work.</p>
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