

# St Cuthbert Mayne School Curriculum Map 2020-2021



## *Department:* Drama

Drama is a subject taught in the Performing Arts Faculty and our schemes of learning are driven by a desire to value and nurture the creative potential in every student, building tolerance of diversity, bravery of spirit and resilience of focus. What we will be working towards in the Spring Term is to consolidate and deepen the learning which has taken place in Autumn as well as continuing to pilot dance and physical theatre elements with some groups, as a means of considering how we can extend the curriculum.

For groups that are consolidating their skills and learning this will be achieved by applying drama techniques explored in the Autumn Term to different techniques and issues. In particular we have decided to revisit some script extracts that we felt students needed more time to really engage with. This is so we can also ensure that interpretation, analysis and evaluation skills are evenly applied to a range of texts. We will continue our practical sessions but also increase the range of reading, writing and reviewing tasks where theory underpins the practical work.

A particular focus to explore this term will be the introduction to metacognition in order to deepen our learners' approach to peer and self review. This will enable key stage 3 students to see how drama relates to the real world and where they are able to grow in articulacy and confidence. Key stage 4 and 5 students will undertake this process in order to secure meaningful achievement in the light of examination requirements and the changing world that the profession faces as well as prepare for further study.

## Key Stage 3

Year 7 Spring Term 1		
<b>Topic/Unit</b>	Investigating Text (Macbeth or The Tempest)	
<b>Knowledge (Content covered)</b>	<p>How to read, analyse and respond to an extract or short scene.</p> <p>Staging an extract that explores theme and characterisation.</p> <p>Exploration of dramatic conventions linked to an extract and Elizabethan Theatre.</p>	<p>Exploring how to apply these skills to an extract:</p> <p>Image based drama skills: freeze frames, slow motion, gesture and facial expression.</p> <p>Verbal based skills: thought tracking, hot seating, narration, character monologue, character dialogue.</p>
<b>Skills</b>	<p>Oracy - physical and verbal.</p> <p>Listening and negotiating.</p> <p>Risk Taking, focus and discipline.</p> <p>Peer and self review, target setting.</p>	<p>Oracy - physical and verbal.</p> <p>Listening and negotiating.</p> <p>Risk Taking, focus and discipline.</p> <p>Peer and self review, target setting.</p>
<b>Assessment</b>	Formative week 3, summative week 6.	
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<p>In this term we will revisit and deepen ideas initially explored in term 1: the drama curriculum supports skills that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality as well as subject specific roles such as performer, designer and director. The focus on transferable skills such as negotiating and problem solving are also linked, where appropriate, to less common jobs in the creative and business industries such as dramaturge, playwright, arts therapist and theatre caption writer but this most likely will have more impact in Year 8 and 9. Careers education is linked clearly to the industry but also to the importance within all sectors of possessing vocal confidence and clarity.</p>	

## Year 7 Spring Term 2

<b>Topic/Unit</b>	Response to stimulus and text (Physical Theatre, Introduction to Dance, Playwriting)	
<b>Knowledge (Content covered)</b>	How to read, analyse and respond to a stimulus Staging an extract that explores theme and impact. Exploration of dramatic conventions linked to an extract and Devised/Physical Theatre. Introduction to Playwriting.	How to read, analyse and respond to a stimulus Staging an extract that explores theme and impact. Exploration of dramatic conventions linked to an extract and Dance or Playwrighting or Verbatim Theatre).
<b>Skills</b>	Reading, writing and discussing. Oracy - physical and verbal. Listening and negotiating. Focus and discipline. Interpretation and exploration.	Reading, writing and discussing. Oracy - physical and verbal. Listening and negotiating. Focus and discipline. Interpretation and exploration.
<b>Assessment</b>	Formative week 8 and 10 , summative week 12.	
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	In this term we will revisit and deepen ideas initially explored in term 1: the drama curriculum supports skills that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality as well as subject specific roles such as performer, designer and director. The focus on transferable skills such as negotiating and problem solving are also linked, where appropriate, to less common jobs in the creative and business industries such as dramaturge, playwright, arts therapist and theatre caption writer but this most likely will have more impact in Year 8 and 9. Careers education is linked clearly to the industry but also to the importance within all sectors of possessing vocal confidence and clarity.	

## Year 8 Spring Term 1

Year 8 Spring Term 1		
Topic/Unit	Response to Stimulus (text, image, genre)	
<b>Knowledge (Content covered)</b>	How to read, analyse and respond to a stimulus (visual, aural, textual, genres specific). Staging a response that explores issue and impact. Exploration of dramatic conventions linked to a device.	How to read, analyse and respond to a stimulus (visual, aural, textual, genres specific). Staging a response that explores issue and impact. Exploration of dramatic conventions linked to a genre .
<b>Skills</b>	Oracy - physical and verbal (solo and group). Negotiating, directing and devising. Risk Taking, group organisation. Listening skills, focus and discipline. Interaction with peers and adults. Self and peer review, target setting.	Oracy - physical and verbal (solo and group). Negotiating, directing and devising. Risk Taking, group organisation. Listening skills, focus and discipline. Interaction with peers and adults. Self and peer review, target setting.
<b>Assessment</b>	Formative week 3, summative week 6.	
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	After such a busy first term in Year 8 we would like the Spring Term to reinforce the ideas explored in Term 1 where the drama curriculum further develops curriculum content to the arts world where subject specific roles such as director, designer, performer and playwright link to the world of work so that careers such as curator, amateur and play therapist are understood. The drama curriculum continues to develop skills of versatility and adaptability that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality	

## Year 8 Spring Term 2

<b>Topic/Unit</b>	Response to Genre (playtext, practitioner, historical)	
<b>Knowledge (Content covered)</b>	How to read, analyse and respond to a genre(Verbatim/Musical Theatre/Classical) Staging a response that explores issue and impact. Exploration of dramatic conventions linked to a genre.	Staging a response that explores issue and impact. Deepening exploration of dramatic conventions linked to a genre
<b>Skills</b>	Oracy - physical and verbal (solo and group). Negotiating, directing and devising. Risk Taking, group organisation. Listening skills, focus and discipline. Interaction with peers and adults. Self and peer review, target setting.	Oracy - physical and verbal (solo and group). Negotiating, directing and devising. Risk Taking, group organisation. Listening skills, focus and discipline. Interaction with peers and adults. Self and peer review, target setting.
<b>Assessment</b>	Formative week 9, summative week 11.	
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	After such a busy first term in Year 8 we would like the Spring Term to reinforce the ideas explored in Term 1 where the drama curriculum further develops curriculum content to the arts world where subject specific roles such as director, designer, performer and playwright link to the world of work so that careers such as curator, animateur and play therapist are understood. The drama curriculum continues to develop skills of versatility and adaptability that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality	

## Year 9 Spring Term 1

Year 9 Spring Term 1		
Topic/Unit	Investigating Text Part A (DNA)	
<b>Knowledge (Content covered)</b>	How to read and interpret text. Exploration of comic devices versus foreshadowing devices. Characterisation. Introduction to directing.	How to read and interpret text. Exploration of comic devices versus foreshadowing devices. Characterisation. Development of directing skills.
<b>Skills</b>	Negotiating, directing and interpreting.. Risk Taking, group organisation. Listening skills, focus and discipline. Self and peer review, target setting.	Negotiating, directing and interpreting.. Risk Taking, group organisation. Listening skills, focus and discipline. Self and peer review, target setting.
<b>Assessment</b>	Formative assessment week 4, summative week 6.	
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	For this term we would like to focus on transferable skills developed when studying drama and link these to careers outside of the industry but which would benefit from oracy, presentation skills and adaptability. This will link to a range of careers in the hospitality, retail and caring sectors.	

## Year 9 Spring Term 2

Year 9 Spring Term 2		
<b>Topic/Unit</b>	Investigating Text Part B (Chatroom/Face)	
<b>Knowledge (Content covered)</b>	How to read and interpret text. Exploration of comic devices versus foreshadowing devices. Characterisation. Introduction to directing.	How to read and interpret text. Exploration of comic devices versus foreshadowing devices. Characterisation. Development of directing.
<b>Skills</b>	Oracy - physical and verbal (solo and group). Negotiating, directing and devising. Risk Taking, group organisation. Listening skills, focus and discipline. Interaction with peers and adults. Self and peer review, target setting.	Oracy - physical and verbal (solo and group). Negotiating, directing and devising. Risk Taking, group organisation. Listening skills, focus and discipline. Interaction with peers and adults. Self and peer review, target setting.
<b>Assessment</b>		
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	For this term we would like to focus on transferable skills developed when studying drama and link these to careers outside of the industry but which would benefit from oracy, presentation skills and adaptability. This will link to a range of careers in the hospitality, retail and caring sectors.	

## Key Stage 4

Year 10 Spring Term 1 (Introductory Level)		
<b>Topic/Unit</b>	Component 2 - Monologues and Duologues (mock examination) Preparing for Component 3 (An Inspector Calls)	
<b>Knowledge (Content covered)</b>	Introduction to line learning, blocking, proxemics and levels, gesture, facial expressions, vocal emphasis and intonation. Examination overview - the performer's process. Introductory walking talking mock.	Characterisation processes, thematic content, directorial and design concepts. Examination overview - writing and revision skills, vocabulary lists and imagery. Introductory walking talking mock.
<b>Skills</b>	Risk taking and creative imagination. Physical and vocal skills, Interpretation and analysis. Characterisation.	Writing skills - description, imagery, analysis and evaluation. Interpretation and analysis. Characterisation.
<b>Assessment</b>	Formative assessment in week 3 and 5.	Summative assessment in Week 6.
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	In Year 10 the drama curriculum continues to focus on enabling learners to develop skills of versatility and adaptability against detailed subject specific career options. This includes a focus in this half term on the role of the performer and creative roles such technician and designer.	

Year 10 Spring Term 2 (Introductory Level)		
<b>Topic/Unit</b>	Component 2 - Monologues and Duologues (mock and actual examination) Preparing for Component 3 (An Inspector Calls)	
<b>Knowledge (Content covered)</b>	Development of proxemics and levels, gesture, facial expressions, vocal emphasis and intonation. Examination overview - the performer's process, interpreting the text. Detailed walking talking mock.	Development of characterisation processes, thematic content, directorial and design concepts. Examination overview - writing and revision skills, vocabulary lists and imagery. Detailed walking talking mock.
<b>Skills</b>	Risk taking and creative imagination. Physical and vocal skills, Interpretation and analysis. Characterisation.	Writing skills - description, imagery, analysis and evaluation. Interpretation and analysis. Characterisation.
<b>Assessment</b>	Formative assessment in week 7 and 9.	Summative assessment in Week 10.
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	In Year 11 the drama curriculum continues to focus on enabling learners to develop skills of versatility and adaptability against detailed subject specific career options. This includes a focus in this half term on the role of the performer and creative roles such as technician and designer.	

### Year 11 Spring Term 1

<b>Topic/Unit</b>	Component 2 - Monologues and Duologues (mock examination) Preparing for Component 3 (An Inspector Calls)	
<b>Knowledge (Content covered)</b>	Introduction to line learning, blocking, proxemics and levels, gesture, facial expressions, vocal emphasis and intonation. Examination overview - the performer's process. Introductory walking talking mock.	Characterisation processes, thematic content, directorial and design concepts. Examination overview - writing and revision skills, vocabulary lists and imagery. Introductory walking talking mock.
<b>Skills</b>	Risk taking and creative imagination. Physical and vocal skills, Interpretation and analysis. Characterisation.	Writing skills - description, imagery, analysis and evaluation. Interpretation and analysis. Characterisation.
<b>Assessment</b>	Formative assessment in week 3 and 5.	Summative assessment in Week 6.
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	In Year 11 the drama curriculum continues to focus on enabling learners to develop skills of versatility and adaptability against detailed subject specific career options. This includes a focus in this half term on the role of the performer and creative roles such technician and designer.	

## Year 11 Spring Term 2

<b>Topic/Unit</b>	Component 2 - Monologues and Duologues (mock and actual examination) Preparing for Component 3 (An Inspector Calls)	
<b>Knowledge (Content covered)</b>	Development of proxemics and levels, gesture, facial expressions, vocal emphasis and intonation. Examination overview - the performer's process, interpreting the text. Detailed walking talking mock.	Development of characterisation processes, thematic content, directorial and design concepts. Examination overview - writing and revision skills, vocabulary lists and imagery. Detailed walking talking mock.
<b>Skills</b>	Risk taking and creative imagination. Physical and vocal skills, Interpretation and analysis. Characterisation.	Writing skills - description, imagery, analysis and evaluation. Interpretation and analysis. Characterisation.
<b>Assessment</b>	Formative assessment in week 7 and 9.	Summative assessment in Week 10.
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	In Year 11 the drama curriculum continues to focus on enabling learners to develop skills of versatility and adaptability against detailed subject specific career options. This includes a focus in this half term on the role of the performer and creative roles such as technician and designer.	

## Key Stage 5

Year 13 Spring Term 1		
<b>Topic/Unit</b>	Post Performance Analysis and Review Skills - how to write a milestone.	Developing Response to Stimulus material
<b>Knowledge (Content covered)</b>	Introduction to unit content Introduction to Milestone Writing Introduction to Milestone Recording	Improvised responses to stimulus material Physical and vocal fluency/confidence Audience response techniques
<b>Skills</b>	Analysis and Evaluation Creative Writing - response to stimulus Oracy - discussion and vocabulary development	Analysis and Evaluation Creative Writing - response to stimulus Creative Development - response to stimulus Oracy - discussion and vocabulary Development
<b>Assessment</b>	Formative assessment in weeks 3 and 5. Summative assessment in weeks 4 and 6.	Formative assessment in weeks 3 and 5. Summative assessment in weeks 4 and 6.
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	All performers, directors, designers and producers need to articulate artistic visions and outcomes in order to secure funding or employment. These tasks prepare students for those end career goals.	Devised Theatre and Ensemble based work remains one of the growth areas of the industry so students will explore how funding and creative content can support employment across the arts.

## Year 13 Spring Term 2

Year 13 Spring Term 2		
<b>Topic/Unit</b>	Unit 3: Group Performance Workshop	
<b>Knowledge (Content covered)</b>	Devising opening and closing scenes - working towards the end audience goal Exploring and experimenting with devising content Researching the stimulus Links to professional practitioners Milestone documentation processes.	Devising the narrative arc (what is going in the middle of your devised piece) Refining the experimentation process Creative writing in response to the devising process Links to professional practitioners Milestone documentation processes.
<b>Skills</b>	Creating, improvising, exploring, scripting, refining. Analysis and Evaluation. Oracy - discussion and vocabulary development	Creating, improvising, exploring, scripting, refining. Analysis and Evaluation. Oracy - discussion and vocabulary development
<b>Assessment</b>	Formative assessment in weeks 7 and 9 Summative assessment in weeks 8 and 10	Formative assessment in weeks 7 and 9 Summative assessment in weeks 8 and 10
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	In Year 13 the curriculum continues to focus on enabling learners to develop skills and ambition that will prepare them for the world of work both inside the Performing Arts industry and within related industries. This is linked to an overview of the performing and creative industries apprenticeship options (where students may make links with other Level 3 courses being studied such as art, design technology and media).	