

St Cuthbert Mayne School Curriculum Map 2021-2022



Department: Drama

Year 9

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. Drama allows students to learn within practical sessions but also within reading, writing and reviewing tasks where theory underpins the practical work and so students are enabled to be brave enough to perform on their own and in small groups from the outset of Year 7. Lessons ask students to take the time to read scripts or respond to arts-based imagery with focus and discipline and then respond with creativity and care.

Key skills and concepts of learning: each of these areas is informed by engaging in creating, performing and appreciating

- Develop knowledge and understanding of a range of professional arts work including technique and text
- To respond creatively and with sensitivity to stimulus based tasks
- To increase vocal and physical skills when performing in front of an audience
- To respond with careful thought and emotional intelligence as a performer or member of the audience
- To use drama as a way of thinking through and understanding the perspectives and viewpoints of others

Key Stage 3 Curriculum Summary

A degree of choice is built into the Key Stage 3 curriculum structure to support the learning needs and interests of the students with the teacher making the final decision about which scheme of learning would best support the development of learners into thinkers and creators.

Assessment processes in key stage 3 will require solo and group based performances, performer/director log books, peer and self review, written documentation and reflection.

Year 9: We are aware at this stage of the curriculum that some students will want to focus less on performance and more on written processes that will support their achievement in subjects such as English. The schemes of learning allow for some student choice, where appropriate, but remain committed to the core aims of ensuring students can speak and move on stage with confidence, focus and skill. Learners will explore a range of texts and performance works that support a personalised response to learning whilst keeping ensemble development skills at the heart of the work.

- Exploration of Theatre Companies and Practitioners
- Refining Responses to Text (*DNA*)
- Movement Techniques
- Theatre in Education Project
- Refining Responses to Text (*Hamilton*)
- Stage Combat

Autumn Term 1

Topic/Unit	Exploration of Theatre Companies and Practitioners
Knowledge (Content covered)	Methods used by varied Practitioners and Theatre Companies such as Brecht, Berkoff, Frantic Assembly, DV8, PUSH and The National Theatre.
Skills	Oracy - physical and verbal (solo and group) Negotiating and devising Risk taking, group organisation Listening skills, focus and discipline Reading, writing and discussing Creating, performing and appreciating
Assessment	Diagnostic (by end of week 3) Formative (by end of week 6)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	In Year 9 the learners are encouraged to continue to develop transferable skills such as negotiating and problem solving and the world of work options are increased so that students understand the role of maturity and emotional intelligence when considering careers within the creative and business industries. Personalised learning within lesson tasks will allow students to tailor curriculum links to areas of interest such as arts administration, script writing and editing, copywriting, design, DJ/MC, journalism, proofreader, youth and community work, teacher, manager and arts-based therapist.

Autumn Term 2

Topic/Unit	Refining Responses to Text (<i>DNA</i>)
Knowledge (Content covered)	How to read, analyse and respond to a series of extracts or short scenes from a performance, directorial or design perspective Staging an extract to highlight characterisation processes Staging an extract to highlight thematic and social context Exploration of dramatic conventions linked to an extract such as documentary, Verbatim and adaptation processes Exploring the playwright's intentions and impact on audience
Skills	Reading, writing and discussing Oracy - physical and verbal (solo and group) Listening and negotiating Focus and discipline Analysis and evaluation Creating, performing and appreciating
Assessment	Formative (by end of week 12) Summative (by end of week 16)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	In Year 9 the learners are encouraged to continue to develop transferable skills such as negotiating and problem solving and the world of work options are increased so that students understand the role of maturity and emotional intelligence when considering careers within the creative and business industries. Personalised learning within lesson tasks will allow students to tailor curriculum links to areas of interest such as arts administration, script writing and editing, copywriting, design, DJ/MC, journalism, proofreader, youth and community work, teacher, manager and arts-based therapist.

Spring Term 1

Topic/Unit	Movement Techniques
Knowledge (Content covered)	To understand the techniques and connections between: Action, Space, Dynamics, Relationships Motifs and motif development Canon, Unison and Isolation Flow and Musicality
Skills	Focus and Discipline Risk taking, group organisation. Listening and response to feedback Self and peer review, target setting Creating, performing and appreciating
Assessment	Formative assessment week 4, summative week 6.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	For this term we would like to focus on careers that have stronger links to movement and the body for example choreographer, physiotherapist, nutritionist, athlete, coach and dancer.

Spring Term 2

Topic/Unit	Theatre in Education Project
Knowledge (Content covered)	How to devise and create performance work for younger audiences How to devise and create work that raises issues of SMSC in a manner that is accessible to younger audiences Characterisation and exaggerated acting styles History of TIE projects and their impact on school drama
Skills	Oracy - physical and verbal (solo and group). Negotiating, directing and devising. Risk Taking, group organisation. Listening skills, focus and discipline. Interaction with younger audiences, peers and adults. Self and peer review, target setting. Creating, performing and appreciating
Assessment	Formative in week 9 and summative in weeks 11 and 12
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	For this term we would like to focus on careers found within the TIE and education sector such as workshop leader, arts/drama/play therapist, prop maker, teacher and administrator.

Summer Term 1

Topic/Unit	Refining Responses to Text (<i>Hamilton</i>)
Knowledge (Content covered)	How to read, interpret and perform contemporary musical theatre text Exploration of characterisation and narrative devices Choreographic approaches Selected repertoire extracts
Skills	Negotiating, directing and interpreting Risk Taking, group organisation Listening skills, focus and discipline Self and peer review, target setting Creating, performing and appreciating
Assessment	Formative assessment week 4, summative week 6. .
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	For this term we would like to focus further 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 business, hospitality, retail and caring sectors.

Summer Term 2

Topic/Unit	Stage Combat
Knowledge (Content covered)	Building and establishing trust through group and paired work Exploring how to safely perform and execute Stage Combat in performance
Skills	Oracy - physical and verbal (solo and group) Negotiating, directing, devising and recording Risk taking, group organisation Listening skills, focus and discipline Interaction with peers and adults Self and peer review, target setting Creating, performing and appreciating.
Assessment	Formative assessment week 10, summative week 12
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	For this term we would like to focus further on transferable skills developed when studying drama and link these to careers to the media and theatre industry learning about roles such as editor, location scout, best 'boy', grip, gaffer, marketing, digital producer, researcher and director. .