

Shoreham Academy Drama department: 7 year curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">Year 7</p> <p>Topics: Basic Techniques 'Ernie's Incredible Illucinations' Devising A Story Greek Theatre Monologues Issue Based Theare</p>	<p>Basic techniques:</p> <p>Work covered/Key Skills taught: Students will learn the basic skills and techniques this half term. These include but are not limited too: Still image, Split scene, Cross cutting, Mime and Tableau</p> <p>Whilst covering these we also cover the basic physical skills such as: Facial expressions, gesture, body language, posture and movement</p> <p>Has links to: Every unit we cover from Autumn 1 all the way through to KS5 drama.</p>	<p>Scripted Piece:</p> <p>Work covered/Key Skills taught: 'Ernie's incredible Illucinations' This script is a great way to explore all of the vocal and physical skills we need to build on throughout the course of the year. The students also get opportunities to improvise within this unit. Within this unit the students will also be taught how to give constructive feedback using keywords to help improve not only there own performance but their peers as well. This will continue across the rest of their journey in drama.</p> <p>Has links to: GCSE Component 2 and Component 3 and A Level component 2</p>	<p>Devising a story:</p> <p>Work covered/Key Skills taught: Within this unit we explore fairy-tale and other well-known stories and dive deeper into the structure of how they are created using Freytag Pyramid. The students then use this to support their own devising of a story. This could be a retelling of a classic or their own original story.</p> <p>Has links to: prior year 7 work, GCSE Component 1 and Component 2 and A Level Component 1 and Component 3</p>	<p>Greek Theatre:</p> <p>Work covered/Key Skills taught: Within this unit we start to look at the history behind theatre starting with the Greek period. We explore different types of characters and the types of plays that would have been performed in these times. We also explore Greek myths to support us with devising our own Greek play.</p> <p>Has links to: GCSE Component 1 and A Level Component 1 and Component 3.</p>	<p>Monologues:</p> <p>Work covered/Key Skills taught: Within this unit we look at what a monologue truly is and why we use them. We explore multiple different monologues and there is a chance to write our own.</p> <p>Has links to: Prior year 7 work, GCSE Component 1 and 2 and A Level Component 1 and 2</p>	<p>Issue based theatre:</p> <p>Work covered/Key Skills taught: Within this unit of work, we look at issues surrounding us at that time. It is a really good way to get the younger students really interested and tuned in to what is going on in the world. We tap into the work of Boal where we look at each other's work and the issues going on and we work together to see if there is a solution to this problem. This is also linked with Theatre In Education (T.I.E) that we cover again in years 8 and 9.</p> <p>Has links to: Prior year 7 work, GCSE Component 1 and Component 3 and A Level Component 1</p>
<p align="center">Year 8</p> <p>Topics: The Identification Fame Commedia Dell'arte 'Much Ado About Clubbing' Physical Theatre Theatre In Education</p>	<p>The Identification:</p> <p>Work covered/Key Skills taught: This unit of work is the next step up from 'devising a story' in year 7. We look at a given piece of stimulus and analyse it together as a class and then again in smaller groups. We use the poem/stimulus as our starting point to devise our pieces each lesson much like Component 1 at GCSE and A Level. At the end of this unit we create an episode of a soap opera inspired by the poem looking at the stereotypic characters found in these types of dramas.</p> <p>Has links to: Year 7 units of work, GCSE Component 1 and A Level Component 1</p>	<p>Fame:</p> <p>Work covered/Key Skills taught: In this unit we explore different types of fame and the reason behind their fame. We take famous speeches such as the 'I have a dream' speech and use them as a stimulus to create pieces of theatre. We also revisit the techniques learnt in year 7 in more detail throughout this unit.</p> <p>Has links to: Year 7 units of work, GCSE Component 1 and A Level Component 1</p>	<p>Commedia Dell'arte:</p> <p>Work covered/Key Skills taught: Within this unit we expand on the history that we started to learn in year 7 with Commedia Dell'arte. We explore the different stock characters and the types of plays that would have been performed in these times as well as the venue of which they were performed.</p> <p>Has links to: Year 7 units of work, GCSE Component 1 and A Level Component 1 and Component 3</p>	<p>Scripted Pieces:</p> <p>Work covered/Key Skills taught: 'Much ado about clubbing' This unit of work allows the students to dive a little deeper into the world of scripts and allows them to develop new and exciting characters in famous scenes such as 'the getting ready scene' and the 'bouncers' scene. The students are tested on their ability to perform big, over the top personalities in big groups as well as working in duologues and monologues.</p> <p>Has links to: Year 7 units of work, GCSE Component 2 and A Level Component 2</p>	<p>Physical Theatre:</p> <p>Work covered/Key Skills taught: Within this unit we learn what physical theatre actually is and it's routes. We learn about Frantic Assembly and some of their techniques such as: Symbolic image, chair duets, round-by-through and lifts.</p> <p>Has links to: Year 7 units of work, GCSE Component 1 and A Level Component 1</p>	<p>Theatre in Education:</p> <p>Work covered/Key Skills taught: Within this topic we look at big scale problems such as homelessness and world hunger as well as the students choosing a topic of their choice that they wish to teach their audience about. The main aim for T.I.E is for the actors to teach their audience so there is an element of research which also ties into this unit.</p> <p>Has links to: Year 7 units of work, GCSE Component 1, 2 and 3 and A Level Component 1, 2 and 3.</p>
<p align="center">Year 9</p>	<p>Devising Unit -Tony's letter:</p> <p>Work covered/Key Skills taught:</p>		<p>Scripted Unit:</p> <p>Work covered/Key Skills taught:</p>		<p>T.I.E – Multimedia performance:</p> <p>Work covered/Key Skills taught:</p>	

<p>Topics: Tony's Letter 'Too Munch Punch For Judy' Theatre In Education</p>	<p>Much like the rest on year 9'so drama units this is a mini GCSE Component in itself. The KPI's assessed are taken directly from the GCSE assessment criteria for component 1. We look at our given stimulus which is 'Tony's letter' and we use this to inspire our work. The students get different scenarios that they have to use the stimulus to create a scene for such as a courtroom scene, a physical theatre bedroom sequence, monologues and duologues. They then put all of these together adding transitions making their final devised piece for assessment.</p> <p>Has links to: Year 7 and 8 units of work, GCSE Component 1 and A Level Component 1</p>		<p>'Too Much Punch For Judy' is a T.I.E play written by Mark Wheeler set in Essex. The students will explore multiple scenes from the play in order to analyse the character journeys to get a deeper understanding of both the meaning behind the play and the character they are playing. The assessment criteria for this unit is taken directly from the assessment criteria from Component 2 of the GCSE Within this unit we revisit our ever growing understanding of peer, self and teacher feedback and use the 'feed up, feed back, feed forward' model.</p> <p>Has links to: Year 7 and 8's units of work, GCSE Components 1 and 2 and A Level Components 1 and 2.</p>		<p>Within this unit of work we revisit what T.I.E is and how we can use it to make a change in our society. We then move on to creating a multimedia T.I.E performance which is a project over 3 weeks with an assessment at the end of the 4th. Again, the KPI's being assessed have been adapted from the GCSE criteria from both the written and practical side of component 1. The students have the opportunity to do research on their project and use facts and statistics in their pieces as well as making it multimedia by using music, pictures, projection and lots more!</p> <p>Has links to: Year 7 and 8's units of work, GCSE Components 1 and 3 and A Level Component 1</p>	
<p>Year 10 Boy In The Striped Pyjamas Pantomime An Inspector Calls Live Theatre Evaluation Devising From A Stimulus</p>	<p>Introduction Script work – Boy in Striped Pyjamas Performance to audience of a published script to develop devising and group skills</p> <p>An Inspector Calls – Use An Inspector Calls script to begin study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p>	<p>Devised piece – Pantomime Performance to audience of a pantomime piece to develop devising and group skills</p> <p>An Inspector Calls – Use An Inspector Calls script to begin study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p> <p>Live theatre evaluation - We will watch a piece of live theatre and the students will learn how to take effective notes about a production. The students will also evaluate and analyse the use of vocal and physical skills, Set, props, lighting, sound and special effects.</p>	<p>Devised Work Use of given stimulus to create group pieces ready for performance to a visiting audience.</p> <p>An Inspector Calls – Use An Inspector Calls script to study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p> <p>Live theatre evaluation - We will watch a piece of live theatre and the students will develop their knowledge on how to take effective notes about a production. The students will also evaluate and analyse the use of vocal and physical skills, Set, props, lighting, sound and special effects.</p>	<p>Devised Work Use of given stimulus to create group pieces ready for performance to a visiting audience.</p> <p>An Inspector Calls – Use An Inspector Calls script to study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p> <p>Live theatre evaluation - We will watch a piece of live theatre and the students will take effective notes about a production. The students will also evaluate and analyse the use of vocal and physical skills, Set, props, lighting, sound and special effects.</p>	<p>Devised Work Use of given stimulus to create group pieces ready for performance to a visiting audience. Learn how to evaluate and analyse their own process of rehearsals and their final production.</p> <p>An Inspector Calls – Use An Inspector Calls script to study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p>	<p>An Inspector Calls Use An Inspector Calls script to study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p> <p>Live theatre evaluation - We will watch a piece of live theatre and the students will take effective notes about a production. The students will also evaluate and analyse the use of vocal and physical skills, Set, props, lighting, sound and special effects.</p> <p>Scripted Performance – Students will get to identify a script that they would like to work on, they can choose a 3-5 minute extract of this to study and perform in class.</p>

<p style="text-align: center;">Year 11</p> <p>Scripted Pieces Techniques</p> <p>An Inspector Calls</p> <p>Live Theatre Evaluation</p> <p>Drama In The Future (This could include directing, technical theatre, designing, musical theatre, Shakespeare and more)</p>	<p>Scripted Performances</p> <p>Students to select scripts to evaluate and analyse. He students will then learn how to direct themselves and set their pieces ready to perform in front of an audience.</p> <p>The students have free choice of any post-1954 text (excluding any text on lists A and B) that has a different playwright and genre (social thriller/mystery)</p> <p>Opportunity to revisit work and discuss areas to improve/prepare for exams/develop questions/structure answers.</p>	<p>Scripted Performances</p> <p>Students to begin practical exploration for Component 2 exam</p> <p>Opportunity to revisit topics and discuss areas to improve/prepare for exams/develop questions/structure answers.</p> <p>An Inspector Calls – Use An Inspector Calls script to study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p>	<p>Scripted Performances</p> <p>Students prepare for their scripted examination in front of examiner</p> <p>An Inspector Calls – Use An Inspector Calls script to study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p> <p>Live theatre evaluation - We will watch a piece of live theatre and the students will take effective notes about a production. The students will also evaluate and analyse the use of vocal and physical skills, Set, props, lighting, sound and special effects.</p>	<p>Scripted Performances</p> <p>Students prepare for their scripted examination in front of examiner</p> <p>An Inspector Calls – Use An Inspector Calls script to study for the written exam through use of practical work and explorative strategies such as breaking down the vocal and physical skills for each character. We also look at costume/set/lighting/sound/prop designs and how we can use the historical context of the play to support with this.</p> <p>Live theatre evaluation - We will watch a piece of live theatre and the students will take effective notes about a production. The students will also evaluate and analyse the use of vocal and physical skills, Set, props, lighting, sound and special effects.</p>
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Drama is a developing subject and does not have a KS5 curriculum yet but we are hoping to expand over the next couple of years.