



The Nottingham Emmanuel School – Drama Curriculum Map (2019-2020)

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7	<p>Introduction to Drama</p> <p>Learn the key skills to create a still image (Freeze, body language, facial expression) Begin to perform work from a script (using lines, characters, and stage directions) Understand core drama skills such as teamwork and respect</p>	<p>Intro to Drama (Continued) & Pantomime</p> <p>Analyse and evaluate the use of drama skills in performed work. Hone use of physicality and vocalisation (through the new skills: levels, proxemics, thought track, mime, exaggeration, and audience awareness.) Continue to develop confidence in performance. Learn the new dramatic genre of pantomime (use of stock characters, fourth wall, audience participation, call and response, projection, narrator)</p>	<p>Story Theatre</p> <p>Devise from a stimulus. Research Chinese culture and perform story theatre pieces about Chinese New Year. Know the newly introduced dramatic skills of story theatre, naturalistic / non-naturalistic styles, costume, set, sound, props, and slow motion.</p>	<p>Story Theatre (Continued) & Circus</p> <p>Research Ancient Greek theatre. (Learn and use new terms and skills in performance: cannon, synchronisation / unison, ensemble, moral, soundscape, Greek Theatre, myth, chorus, amphitheatre, voice, physicality, sequence / order, mask, protagonist)</p> <p>Understand various types of staging in drama. (Learn about: mime, Charlie Chaplin, non-verbal communication as well as staging (traverse, promenade, In the Round, Proscenium Arch, thrust, outdoor, etc.)</p>	<p>Macbeth</p> <p>Devise a performance from a Shakespearean text. Read and understand Shakespearean Language. Learn and use new key skills of physical theatre, montage, slow motion, stage combat, style, practitioner influence (ie: Artaud), design elements, lighting, mood, atmosphere Perform in a Shakespearean performance. Analyse and evaluate the work of yourself and others.</p>	<p>Radio Plays</p> <p>Plan, write, and record your own radio plays in small groups. Use short scripts from radio adverts to hone your use of vocalisation (with skills including pitch, pace, volume, tone, accent, etc.) Create sound effects using your own vocalisation and physicality, using tangible items, and using recorded sound bites.</p>
Year 8	<p>The Demon Headmaster</p> <p>Read the script “The Demon Headmaster”. Use the script to aid in devising scenes. Develop further understanding of key drama terminology: mime, gesture, posture, non-verbal communication, “good conscience / bad conscience”, persuasive language, thought tunnel, hot seating, and cross cutting.</p>	<p>The Demon Headmaster (Continued)</p> <p>Continue reading the script “The Demon Headmaster” and develop performance skills. Learn about different genres, including comedy, farce, tragedy, and melodrama. Learn to use thought track</p>	<p>Weirdo Mosher Freak</p> <p>Devise from a news stimulus. Know what physical theatre is. Research the Frantic Assembly theatre practitioners. Create physical theatre pieces inspired by the given stimulus using Frantic Assembly techniques such as: “Chair Duets”, “Round, By, Through”, etc. Learn what monologues and duologues are and write an original piece.</p>	<p>Rose Blanche / Stone Cold</p> <p>Reflect on stories and devise around the themes of either “WWII” or “homelessness”. Begin study of theatre practitioners: Stanislavski, Brecht, and Artaud Develop work using role on the wall, contrast, stage space, tension, climax, and theatre in education.</p>	<p>1984</p> <p>Page to Stage – use a script to explore theatre practitioners in more depth. Stanislavski (using Given Circumstances, Units of Action, Objective, and Super Objective), Brecht (Political Message, and Gestus), and Artaud (Bombarding the Senses, Ritual, and Language). Additional new terminology - soundscape</p>	<p>Design and Theatre Review</p> <p>Practise different design skills to enhance the atmosphere and mood of your pieces. (ie: Lighting, Sound, Costume, Set, Props, Staging) Analyse and Evaluate the effectiveness of your pieces Review live theatre focusing on these same design elements.</p>

Year 9 BTEC	<p>An Introduction to Performance Skills</p> <p>Focus on performing skills and techniques: stage combat, vocal skills, physical skills. These all feed into a final performance - Epic Theatre – Cinderella Panto</p>	<p>An Introduction to Performance Skills</p> <p>Continued Create a pantomime performance</p> <p>Develop skills in understanding how to play a character through use of voice and physicality.</p> <p>Script learning and learn how to direct a scene or take direction.</p>	<p>Panto Performance & Developing Performance Skills</p> <p>Perform pantomime to an audience.</p> <p>Focus on how to apply skills learnt last term to devised work and exploring physical theatre.</p> <p>Develop research techniques focusing on different genres of theatre or specific theatre practitioners.</p>	<p>Understanding the Performing Arts Industry</p> <p>Explore practitioners and theatre styles. Explore jobs in the industry.</p>	<p>Responding to a set Stimulus and Audience</p> <p>Use skills and practices learnt over the course of Year 9 to devise a piece of drama for a specific performance audience.</p> <p>Focus: Frantic Assembly and physical theatre technique.</p> <p>Use log books to show individual process and development of own skills.</p>	<p>Perform and Evaluate</p> <p>Perform pieces and evaluate work in a written format.</p>
Year 10 Edexcel GCSE	<p>Devising from a Stimulus</p> <p>(Students will work from 1-3 stimuli: aural / image / poetry/ extract / theme)</p> <p>Work in groups to create a devised performance. Practise the component in preparation for the end of the year when students will create their final Component 1 performance and portfolio, which will be submitted to the exam board for their GCSE. Skills: Characterisation, vocalisation, physicality, style, analysis, evaluation, research, showing creating as a process</p>	<p>Devising (Continued) Performance & Written Portfolio</p> <p>Perform devised work for an audience. Create a written portfolio throughout that is in line with Edexcel’s Component 1. (Responses to 6 Questions)</p>	<p>Blood Brothers</p> <p>Component 2: Blood Brothers Students will bring a scripted performance to life. Page to Stage - Acting skills, Interpretation & Evaluation</p> <p>Components 1 & 3 Alternate lesson Practical - focus on how to generate ideas from a stimuli</p> <p>Theory – An Inspector Calls – Exam preparation</p>	<p>Blood Brothers (Continued)</p> <p>Perform two pieces (a combination of group, monologue, or duologue).</p> <p>Continue theory lessons on An Inspector Calls in preparation for Component 3 exam in Year 11. Focus on making choices from the point of view of: Performer – vocalisation & physicality Directing – of performers and designers Designers – set, staging, sound, lighting, costume, props, etc.</p>	<p>Component 1: Devising from Stimulus & Written Portfolio</p> <p>Create a devised performance from a stimulus in groups. (This will become their final Component 1 grade for GCSE)</p> <p>Students will keep a written diary of choices they made with their groups, and reasons why these were made. These will be used to create their final Written Portfolios for their Component 1 grade for GCSE)</p>	<p>Component 1 Performance and Portfolio Submissions</p> <p>Final Performance for Component 1 Devised Group Pieces.</p> <p>Component 1 Portfolio completed.</p> <p>(Final GCSE C1 Grade)</p> <p>Component 3: Focus on Live Theatre Performance and Set Text: “An Inspector Calls” – exam style questions (How to respond with Live theatre in mind.)</p>

Year 12 Eduqas AS	<p style="text-align: center;">Introduction to AS Drama and Theatre</p> <p>Sept – Focusing on different practitioners and the way in which they approach theatre.</p> <p>OCTOBER Component 1 – Reinterpretation – Studying – The Dolls House. Exploring the themes and topics which can be used in their chosen practitioners' style in order to reinterpret a section of the play.</p>	<p style="text-align: center;">Introduction to AS Drama and Theatre (Continued)</p> <p>NOVEMBER – start set text – ‘As you like it’. Focus on understanding of the play and character motivations.</p> <p>DECEMBER Component 1 Practical exam & Component 2 written assessment</p>	<p style="text-align: center;">Component 1: Text Performance</p> <p>Component 1 – faithful interpretation – My Mother Said I Never Should. Understanding the play and how the playwright wanted the piece to be performed. Learn a section of the play for final performance assessment.</p> <p>Component 2 – Focus on how to answer questions in reference to acting / directing scenes.</p>	<p style="text-align: center;">Component 1: Text Performance</p> <p>MARCH MOCK EXAMS– Component 1 Practical exam & Component 2 Written assessment</p> <p>Log books to be submitted before the Easter break.</p>	<p style="text-align: center;">Component 1:</p> <p>Internally assessed and sent to the external moderator</p> <p>Focus on ‘As You Like It’ – exam style questions How to respond with live theatre in mind. Written Exam – Component 2.</p>	<p style="text-align: center;">A Level Prep</p> <p>Begin Y13 Set Texts. Re-Interpretation for full A Level</p>
--------------------------	--	---	--	--	--	---