



Performance



Curriculum Mapping

Component 1: Devising Drama.

Component 2: Presenting and Performing a Text.

Component 3: Preparation and Response written exam.

Final Exam



Revision



Preparation and Response: Explore a whole text, analysing characters, plot and structure whilst identifying key themes. They must explore the differences between director, designer, performer. They must be able to evaluate a live performance.



Concept Pro-Forma: Students must complete a Concept Pro-Forma in written form to support their piece of drama and to evaluate their final piece.

Presenting and performing a text:

Students must explore a whole text, analysing characters, plot and structure whilst identifying key themes. They must use conventions to develop character and aspects of semiotics as well as appropriate theatrical skills, and conventions to create a performance of chosen sections of the text, which is performed in front of an examiner.

Devising process: Explore new aspects of physical theatre through frantic theatre assembly including: 'Round by Through', 'Hymns Hands', 'Chair Duets'

Devising: Students work collaboratively to devise a piece of drama, developing ideas from a simple to a complex stage.

Document the development of the devising process: Students must record their devising journey and evaluate the process and final performance.

KS4 Year 11

Devising Drama: Research and exploration of a range of stimulus set by exam board...

Devising from a stimulus: Exploration of topical issues such as 'The Education Crisis'. Discuss, debate and share their opinions on related topics linking to **Fundamental British Values**. What is the intention of a performance? Introduction to Documentary theatre and aspects of physical theatre to enable students to create a piece of drama.

Devising from a stimulus: An exploration of topical issues such as 'Black Lives Matter' and '#Me too Movement'. Discuss, debate and share their opinions on related topics linking to **Fundamental British Values**. What is verbatim theatre? Students work collaboratively to produce a piece of theatre using the genre.



Using a script - Bouncers: What is the social and political context of the play? What are the stereotypical gender views? Students will explore the social, historical and cultural context of the play. They will explore the development of character and apply dramatic conventions to perform a section of the script

KS4 Year 10



Scripts: How do we perform a script? Explore a wide range of drama skills and conventions and how they can help to stage an engaging performance of a script.

Performing a script: Students apply their skills and knowledge to an extended script that is performed.

Bullying: Explore a wider range of drama skills and conventions of Drama and physical theatre and how they can aid portraying an intention

Melodrama: What is Melodrama? Students will explore the genre of Melodrama including the stylistic features and stock characters. They will create a performance in a Melodramatic style in response to a given stimulus.

KS3 Year 9

KS3 Year 8

Storytelling: An exploration of the conventions of the Drama and physical theatre and how they can aid story telling including: **freeze frame, thought tracking, slow motion, body as prop**

Genres: What are different genres? How can we create atmosphere to support a genre?

What is a warm-up game in Drama? How and why do we play them?

Baseline test: What do we know about Drama? What are our previous experiences?



KS3 Year 7



Poetry from other Cultures: What is culture? What is the context and themes within the poem? How can this be performed? Students will explore how to apply a range of conventions to perform the poem.

Soundscape: What is a soundscape? How can we create one? How could we use it in Drama?

Skills and techniques: How do we communicate effectively? How can we work together in drama?



Ambition - Courage - Honesty - Inspiration - Respect