



KS5 Curriculum Mapping

DRAMA							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
12	Concept/ Theme	Working from a stimulus (Devising & Portfolio – UNIT 1)			Characterisation (UNIT 2) Performance from a Script		Interpretation of a text UNIT 3 Section B Set Text - Fences
	Knowledge	<p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate the stimulus idea & create character.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the stimulus idea & create character.</p> <p>Characterisation – showing combination of vocal & physical skills to create a character suitable for performance in relation to the given stimulus.</p> <p>Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.</p> <p>Research – gathering & investigating information in relation to the topic given, using a variety of media including internet and conducting interviews (where appropriate).</p> <p>Improvisation – how to generate initial performance material from a stimulus. Then review it for success & use within performance.</p> <p>Devising – responding to a stimulus, developing an idea, selecting a performance style, exploring practitioner style, rehearsing, refining a performance, considering health & safety requirements.</p> <p>Practitioners’ techniques – to explore the techniques of The Paper Birds including: Verbatim, Movement, Character & Narrative, Exposing the Method & Motif.</p> <p>Structure – how to order performance material created for impact & engagement of the audience.</p> <p>Staging – being able to debate & choose different stage configurations suitable for producing the play.</p> <p>Design elements – how to effectively choose costume, set, sound & lighting effects to enhance performance & have impact on the audience.</p> <p>Process of performance – to keep a rehearsal diary so development of work & skills are logged and can be drawn upon for written portfolio analysis.</p> <p>Understanding context – being aware of the social, historical context of the stimulus & research information gathered and sensitively applying it to the final performance & written portfolio.</p> <p>Analysis - how to describe the acting skills being used & explain why the choices have been made (practical & portfolio)</p> <p>Evaluation - how to describe the acting skills being used in performance, explain why the choice has been made & pass judgement about its success (practical & portfolio).</p>			<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Understanding context – being aware of the social, historical context of play & understanding how it influences the scene given & overall performance decisions.</p> <p>Understanding character – knowing the plot & character development for whole play & how this will influence performance decisions.</p> <p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume suitable to the characters & scene given.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics suitable to the character & scene given.</p> <p>Characterisation – showing combination of vocal & physical skills to create a character suitable for given scene.</p> <p>Costume - how to effectively choose costume to be practical for use & enhance performance.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance.</p> <p>Staging – being able to choose a suitable stage configuration, use of levels & on-stage positioning of characters for scene.</p> <p>Evaluation - how to reflect upon personal acting skills being used in performance & make judgement about success as you refine characterisation & performance.</p>		<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Vocal skills – how to use accent, emphasis, pace, tone & volume to show social class & attitudes of Maxson family.</p> <p>Physical skills – how to use gait, posture, proxemics, gestures & facial expressions to show relationships between characters of Maxson family.</p> <p>Understanding context – being aware of 1950s – 60s social context & applying it to acting & design choices as a performer & designer.</p> <p>Understanding character – knowing plot & character development to inform acting & designing decisions.</p> <p>Staging – being able to choose different stage configurations suitable for producing the play.</p> <p>Analysis – how to draw out key parts of an exam question. How to describe the acting/design skill being used & explain why the choice has been made.</p> <p>Evaluation - how to draw out key parts of an exam question. How to describe the acting/design skill being used, explain why the choice has been made & pass judgement about its success.</p>

Concept/
Theme

Knowledge

Interpretation of a text & practitioner focus (UNIT 3) Section C Set Text – ‘Lysistrata & Brecht’	Live Theatre Evaluation Section A (UNIT 3)	Characterisation (UNIT 2) Performance from a Script	Written Exam Skills (UNIT 3)	Interpretation of a text UNIT 3 Section B Set Text - Fences
<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate the stimulus idea & create character.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the stimulus idea & create character.</p> <p>Characterisation – showing combination of vocal & physical skills to create a character suitable for performance in relation to the given stimulus.</p> <p>Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.</p> <p>Research – gathering & investigating information in relation to the historification time period chosen for own production concept.</p> <p>Improvisation – how to generate initial performance material from a stimulus. Then review it for success & use within performance.</p> <p>Practitioners’ techniques – to explore the techniques of Brecht including: multi-role, narration, gestus, V-effect, placards, speaking stage directions, spass, song, dance, minimalist design concept.</p> <p>Structure – how to order performance material created for impact & engagement of the audience.</p> <p>Staging – being able to debate & choose different stage configurations suitable for producing the play.</p> <p>Design elements – how to effectively choose costume, set, sound & lighting effects to enhance performance & have impact on the audience in Brecht minimalist style.</p> <p>Process of performance – to make annotations & keep a video log of development of scenes/characterisation that can be drawn upon for written exam responses.</p> <p>Understanding context – being aware of the social, historical context of the text Ancient Greece & research information about playwright Aristophanes.</p> <p>Analysis - how to describe the acting skills being used in original text & explain why the Brecht choices have been made.</p>	<p>Understanding context – being aware of the social, historical context & understanding how it influenced the performance.</p> <p>Understanding character – knowing the plot & character development & how this informed acting & design decisions of the performance.</p> <p>Design techniques – how to apply vocabulary for costume, lighting, set, staging, sound, stage furniture/props to support explanations of design choices made in the performance viewed.</p> <p>Analysis – how to draw out key parts of an exam question. How to describe the acting/design skill that was used, explain why the choice was made & the personal effect on them as audience member <i>in relation to the statement given about theatre in the exam</i>.</p> <p>Evaluation - how to describe the acting/design skill that was used, explain why the choice was made, the personal effect on them as audience member & pass judgement about its success <i>in relation to the statement given about theatre in the exam</i>.</p>	<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Understanding context – being aware of the social, historical context of play & understanding how it influences the scene given & overall performance decisions.</p> <p>Understanding character – knowing the plot & character development for whole play & how this will influence performance decisions.</p> <p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume suitable to the characters & scene given.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics suitable to the character & scene given.</p> <p>Characterisation – showing combination of vocal & physical skills to create a character suitable for given scene.</p> <p>Costume - how to effectively choose costume to be practical for use & enhance performance.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance.</p> <p>Staging – being able to choose a suitable stage configuration, use of levels & on-stage positioning of characters for scene.</p> <p>Evaluation - how to reflect upon personal acting skills being used in performance & make judgement about success as you refine characterisation & performance.</p>	<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Understanding context – being aware of 1950s – 60s social context & applying it to acting & design choices as a performer & designer for FENCES and for LYSISTRATA.</p> <p>Understanding character – knowing plot & character development to inform acting & designing decisions for FENCES & for LYSISTRATA.</p> <p>Staging – being able to choose different stage configurations suitable for producing the play(s).</p> <p>Analysis (Section A) – how to draw out key parts of an exam question. How to describe the acting/design skill that was used, explain why the choice was made & the personal effect on them as audience member <i>in relation to the statement given about theatre in the exam</i>.</p> <p>Analysis (Section B & C) – how to draw out key parts of an exam question. How to describe the acting/design skill being used & explain why the choice has been made.</p> <p>Evaluation (Section A) - how to describe the acting/design skill that was used, explain why the choice was made, the personal effect on them as audience member & pass judgement about its success <i>in relation to the statement given about theatre in the exam</i>.</p> <p>Evaluation (Section B & C) - how to draw out key parts of an exam question. How to describe the acting/design skill being used, explain why the choice has been made & pass judgement about its success.</p>	<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Vocal skills – how to use accent, emphasis, pace, tone & volume to show social class & attitudes of Maxson family.</p> <p>Physical skills – how to use gait, posture, proxemics, gestures & facial expressions to show relationships between characters of Maxson family.</p> <p>Understanding context – being aware of 1950s – 60s social context & applying it to acting & design choices as a performer & designer.</p> <p>Understanding character – knowing plot & character development to inform acting & designing decisions.</p> <p>Staging – being able to choose different stage configurations suitable for producing the play.</p> <p>Analysis – how to draw out key parts of an exam question. How to describe the acting/design skill being used & explain why the choice has been made.</p> <p>Evaluation - how to draw out key parts of an exam question. How to describe the acting/design skill being used, explain why the choice has been made & pass judgement about its success.</p>

Commented [MG1]:



Extra curricular		School Show - November	Mentoring in KS4 / KS3 lessons or at Drama Club	

