

KS5 Curriculum Mapping

DRAMA						
		Term1		Term2		Term3
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1
12	Concept/ Theme	Working from a stimulus (Devising & Portfolio – UNIT 1)			Characterisation (UNIT 2) Performance from a Script	
	Knowledge	Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate the stimulus idea & create character. Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the stimulus idea & create character. Characterisation – showing combination of vocal & physical skills to create a character suitable for performance in relation to the given stimulus. Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance. Research – gathering & investigating information in relation to the topic given, using a variety of media including internet and conducting interviews (where appropriate). Improvisation – how to generate initial performance material from a stimulus. Then review it for success & use within performance. Devising – responding to a stimulus, developing an idea, selecting a performance style, exploring practitioner style, rehearsing, refining a performance, considering health & safety requirements. Practitioners' techniques – to explore the techniques of The Paper Birds including: Verbatim, Movement, Character & Narrative, Exposing the Method & Motif. Structure – how to order performance material created for impact & engagement of the audience. Staging – being able to debate & choose different stage configurations suitable for producing the play. Design elements – how to effectively choose costume, set, sound & lighting effects to enhance performance & have impact on the audience. Process of performance – to keep a rehearsal diary so development of work & skills are logged and can be drawn upon for written portfolio analysis. 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. Analysis - how to describe the acting skills being used & explain why the choices have been made (practical & portfolio) 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).			Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance. Understanding context – being aware of the social, historical context of play & understanding how it influences the scene given & overall performance decisions. Understanding character – knowing the plot & character development for whole play & how this will influence performance decisions. Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume suitable to the characters & scene given. Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics suitable to the character & scene given. Characterisation – showing combination of vocal & physical skills to create a character suitable for given scene. Costume - how to effectively choose costume to be practical for use & enhance performance. Sound effects – how to effectively choose sound effects & music to enhance performance. Staging – being able to choose a suitable stage configuration, use of levels & on-stage positioning of characters for scene. Evaluation - how to reflect upon personal acting skills being used in performance & make judgement about success as you refine characterisation & performance.	
					Interpretation of a text UNIT3 Sec. B Set Text – That Face Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance. Vocal skills – how to use accent, emphasis, pace, tone & volume to show social class & attitudes of Maxson family. Physical skills – how to use gait, posture, proxemics, gestures & facial expressions to show relationships between characters of Maxson family. Understanding context – being aware of 1950s – 60s social context & applying it to acting & design choices as a performer & designer. Understanding character – knowing plot & character development to inform acting & designing decisions. Staging – being able to choose different stage configurations suitable for producing the play. 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. 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.	

Concept/
Theme

Knowledge

Interpretation of a text & practitioner focus (UNIT 3)
Section C Set Text – ‘Lysistrata & Brecht’

Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.

Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate the stimulus idea & create character.

Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the stimulus idea & create character.

Characterisation – showing combination of vocal & physical skills to create a character suitable for performance in relation to the given stimulus.

Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.

Research – gathering & investigating information in relation to Original Performance Conditions (OPC).

Improvisation – how to generate initial performance material from a stimulus. Then review it for success & use within performance.

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.

Structure – how to order performance material created for impact & engagement of the audience.

Staging – being able to debate & choose different stage configurations suitable for producing the play.

Design elements – how to effectively choose costume, set, sound & lighting effects to enhance performance & have impact on the audience in **Brecht minimalist style**.

Process of performance – to make annotations & keep a video log of development of scenes/characterisation that can be drawn upon for written exam responses.

Understanding context – being aware of the social, historical context of the text **Ancient Greece** & research information about playwright **Aristophanes**.

Analysis - how to describe the acting skills being used in original text & explain why the Brecht choices have been made.

Live Theatre Evaluation
Section A (UNIT 3)

Understanding context – being aware of the social, historical context & understanding how it influenced the performance.

Understanding character – knowing the plot & character development & how this informed acting & design decisions of the performance.

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.

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 *in relation to the statement given about theatre in the exam*.

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 *in relation to the statement given about theatre in the exam*.

Characterisation (UNIT 2)
Performance from a Script

Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.

Understanding context – being aware of the social, historical context of play & understanding how it influences the scene given & overall performance decisions.

Understanding character – knowing the plot & character development for whole play & how this will influence performance decisions.

Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume suitable to the characters & scene given.

Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics suitable to the character & scene given.

Characterisation – showing combination of vocal & physical skills to create a character suitable for given scene.

Costume - how to effectively choose costume to be practical for use & enhance performance.

Sound effects – how to effectively choose sound effects & music to enhance performance.

Staging – being able to choose a suitable stage configuration, use of levels & on-stage positioning of characters for scene.

Evaluation - how to reflect upon personal acting skills being used in performance & make judgement about success as you refine characterisation & performance.

Written Exam Skills (UNIT 3)

Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.

Understanding context – being aware of current social context & applying it to acting & design choices as a performer & designer for **THAT FACE** and for **LYSISTRATA**.

Understanding character – knowing plot & character development to inform acting & designing decisions for **THAT FACE** & for **LYSISTRATA**.

Staging – being able to choose different stage configurations suitable for producing the play(s).

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 *in relation to the statement given about theatre in the exam*.

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.

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 *in relation to the statement given about theatre in the exam*.

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

Interpretation of a text UNIT 3
Sec. B Set Text – That Face

Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.

Vocal skills – how to use accent, emphasis, pace, tone & volume to show social class & attitudes of Maxson family.

Physical skills – how to use gait, posture, proxemics, gestures & facial expressions to show relationships between characters of Maxson family.

Understanding context – being aware of current social context & applying it to acting & design choices as a performer & designer.

Understanding character – knowing plot & character development to inform acting & designing decisions.

Staging – being able to choose different stage configurations suitable for producing the play.

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.

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.

Commented [MG1]:



					choice has been made & pass judgement about its success.	
Extra-curricular		School Show - November	Mentoring in KS4 / KS3 lessons or at Drama Club			