

<b>CURRICULUM PROGRESSION PATHWAYS</b> <b>SUBJECT: DRAMA</b> <b>HOD: Mr D Munt</b> <b>2020/21</b>		<b>Quality of Education:</b> Curriculum is planned and sequenced so that new <b>knowledge and skills</b> build on what has been taught before and leads towards a clearly defined end point.  <b>Vision:</b> Our overarching Faculty vision is to develop and extend students' creative skills and knowledge within the Arts. <b>Within Drama this is:</b> Offering a broad curriculum which focuses on the development and understanding of theatre and the performing arts. Through the exploration of a range of texts and stimulus materials students will be inspired to develop creativity, understanding and a passion for theatre as an art form. Students will have the opportunity to explore a range of performance and production roles in a practical context through live and recorded professional theatre, preparing them for post 16 courses and career pathways.		
Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Knowledge</b>  <b>Autumn - Introducing Drama.</b> Devising from stimulus. Use of freeze frame, slow motion, music for performance, thought aloud, action and staging.</p> <p><b>Spring - Bullying, Boal and political theatre.</b> Devising from stimulus. Use of mime, staging, thought aloud, forum theatre, political theatre, introduction to theatre practitioners.</p> <p><b>Summer - Genre mini plays.</b> Performing from script. Use and understanding of script, literacy, character development, staging, stage directions, understanding social, cultural and historical factors in performance.</p> <p><b>Skills and assessment</b>  Students are assessed weekly in lessons and through the final performance for each project.</p> <p><b>Assessment is of -</b>  Development of ideas through solo and group rehearsal.  Development of skills for solo and group performance work.  Interpersonal skills and communication.  Evaluative skills and use of subject specific vocabulary.</p>	<p><b>Knowledge</b>  <b>Autumn - Stanislavski, Brecht &amp; Invisible Friends.</b> Performing from script. Understanding script, literacy, tone of voice, set, staging, understanding social, cultural and historical factors in performance. Understanding the work of theatre practitioners.</p> <p><b>Spring - Let him have it.</b> Capital punishment. Interpreting script, characterisation, multi roling, staging, use of levels, breaking the fourth wall, understanding of social, cultural and historical factors in performance.</p> <p><b>Summer - Human rights and equality.</b> Verbatim theatre, research skills, gender, suffrage, civil rights, sequencing, staging, audience experience.</p> <p><b>Skills and assessment</b>  Students are assessed weekly in lessons and through the final performance for each project.</p> <p><b>Assessment is of -</b>  Development of ideas through solo and group rehearsal.  Development of skills for solo and group performance work.  Interpersonal skills and communication.  Evaluative skills and use of subject specific vocabulary.</p>	<p><b>Knowledge</b>  <b>Autumn - Too much punch for Judy.</b> Understanding of script and subtext, literacy, character development, staging, stage directions, semiotics, effects of social, cultural and historical factors in performance.</p> <p><b>Spring - Harry Potter design project.</b> Design for film and theatre, six areas of semiotics, health and safety, use of materials, budgeting, use of PPT and presentation skills.</p> <p><b>Summer - Blood Brothers.</b> Performing from script. Use and understanding of script, literacy, character development, staging, stage directions, understanding social, cultural and historical factors in performance.</p> <p><b>Skills and assessment</b>  Students are assessed weekly in lessons and through the final performance for each project.</p> <p><b>Assessment is of -</b>  Development of ideas through solo and group rehearsal.  Development of skills for solo and group performance work.  Interpersonal skills and communication.  Evaluative skills and use of subject specific vocabulary.</p>	<p><b>Knowledge</b>  <b>Autumn - Understanding theatre.</b> Understanding of script, subtext, literacy, character development, staging, stage directions, semiotics, effects of social, cultural and historical factors in performance across a range of theatrical styles.</p> <p><b>Spring - Responding to a brief.</b> Understanding target audience and demographic, key themes, sequencing, devising skills, verbatim theatre, group work, use of practitioners in performance.</p> <p><b>Summer - Component 2 Exam. Performing from script.</b> Use and understanding of script, literacy, character development, staging, stage directions, understanding social, cultural and historical factors in performance.</p> <p><b>Skills and assessment</b>  Students are assessed weekly in lessons and through the final performance for each unit.</p> <p><b>Assessment is of -</b>  Development of ideas through solo and group rehearsal. Development of skills for solo and group performance work. Interpersonal skills and communication. Evaluative skills and use of subject specific vocabulary through written portfolio work.</p>	<p><b>Knowledge</b>  <b>Autumn - Component 1 Exam. Understanding theatre.</b> Understanding of script, subtext, literacy, character development, staging, stage directions, semiotics, understanding social, cultural and historical factors in performance across a range of theatrical styles.</p> <p><b>Spring - Component 3 Exam. Responding to a brief.</b> Understanding target audience and demographic, key themes, sequencing, devising skills, verbatim theatre, group work, use of practitioners in performance.</p> <p><b>Summer - Component 3 Exam. Responding to a brief.</b> Understanding target audience and demographic, key themes, sequencing, devising skills, verbatim theatre, group work, use of practitioners in performance.</p> <p><b>Skills and assessment</b>  Students are assessed weekly in lessons and through the final performance for each unit.</p> <p><b>Assessment is of -</b>  Development of ideas through solo and group rehearsal. Development of skills for solo and group performance work. Interpersonal skills and communication. Evaluative skills and use of subject specific vocabulary through written portfolio work.</p>