



## Curriculum Map

Subject: Drama

Year Group: 11

	Autumn	Spring	Summer
<b>Content</b>	Noughts and Crosses – Understanding Drama & The Woman in Black - Live Theatre Students will go to see The Woman in Black at The Fortune Theatre in order to prepare for Section C of the written examination. They will learn about the way theatre makers have created specific effects and understand how to successfully write an extended response answer. Students will revise Section A Roles and Responsibilities and B Noughts and Crosses during this time too. Lessons will be split amongst all aspects of the written exam and the practical	Students prepare the next practical component of the course. For this component students will perform two extracts from one key text studied practically as a class. The class will explore the text in a series of workshops, understanding how meaning is created and how they can perform their own interpretation of the script. Students have a choice to work individually or in a small group. Students will spend time rehearsing their lines and working on blocking their performance pieces in readiness for the visit of an external examiner.	Students finally re-visit all aspects of the written examination. There will be a significant shift towards theoretical lessons, rather than practical exploration. Some lessons may be dedicated to practical investigation to aid understanding of the written component. Students are encouraged to revise and practice papers and exam style answers.
<b>Skills</b>	Students will know how to confidently apply their understanding of both plays to written tasks. Students will know how to realise their ideas practically for exploration purposes. They will understand stage configurations, proxemics, characterisations, production values	Students will know and understand how to work from 'page to stage' in this component. Students will know how to interpret their character and make decisions on how to stage their performance. Students will learn how to collaborate with others and problem solve set, staging, costume, lights and other design problems.	Students will know how to effectively revise for the written examination. Students will know how to discuss: style; genre; character; structure; plot and narrative; mood and atmosphere; the role of theatre makers; and technical aspects. Students will use exemplars to understand how to improve their work.
<b>Key questions</b>	How do they create [this] effect? How did the [designer] contribute to the production? How did the performers develop their character(s)? How can I evaluate and analyse theatre? How can I demonstrate my understanding of key characters from Noughts and Crosses? What style and genre is Noughts and Crosses?	How can I use my voice differently to multi-role/show a different aspect of my role? How can I use my voice to convey mood and atmosphere? How can I use my physicality to demonstrate my role? How can I improve my characterisation skills to deepen my understanding of my role(s)? How can I use blocking to convey a different meaning for my	How did the designer contribute to the production? How did the performers develop their character(s)? How can I evaluate and analyse theatre? How can I demonstrate my understanding of key characters?

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		audience? What is my dramatic intention? How can I show this to my audience?	What is the style and genre of the key texts? How does this effect the audience response?
<b>Assessment</b>	Assessment will be provided through regular feedback and marking of students' books and on Teams.	Assessment will be through regular verbal feedback of students' practical work. Final assessment of this component consists of a showcase of two performances to a visiting examiner.	Assessment will be provided through regular feedback and marking of students' books. Exam style questions written in timed conditions. Assignments set on Teams.
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Empathy, Problem solving, Aspiration	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Empathy, Problem solving, Aspiration	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Empathy, Problem solving, Aspiration