

<b>Key Stage 3</b>		
<b>Year 7</b>		
<b>Topic (term)</b>	<b>Rationale: Why this content now?</b>	<b>Key skills practised/learned</b>
1A Introduction to Drama	<ul style="list-style-type: none"> <li>• Introduction to fundamental skills in Drama to develop an understanding of performance.</li> <li>• A necessary understanding of how to place themselves on the stage when acting; using the correct terminology when following a script.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play</li> <li>• Improvisation</li> <li>• Stage Directions</li> <li>• Stage Positioning</li> <li>• Theatre language</li> </ul>
1B Sound Effects & Physical Theatre (Halloween/ Christmas project)	<ul style="list-style-type: none"> <li>• Begin to understand the importance use of the voice.</li> <li>• Pupils start to understand how to build and sustain a character.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal performance skills including, Volume, Projection and Articulation.</li> <li>• Spatial awareness</li> <li>• Physicality</li> </ul>
2A Mime The Bank Robbery	<ul style="list-style-type: none"> <li>• Building upon skills developed so far, this unit allows students to gain an understanding of how to portray a character and story without the use of voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement</li> <li>• Gestures</li> <li>• Facial expressions</li> <li>• Physical phrasing</li> </ul>
2B Dance & Movement	<ul style="list-style-type: none"> <li>• It is important for students to understand all aspects of Performing Arts (including dance).</li> </ul>	<ul style="list-style-type: none"> <li>• Movement</li> <li>• Rhythm</li> <li>• Coordination</li> <li>• Formations</li> <li>• Choreography</li> </ul>
3A Musical Theatre Matilda the musical	<ul style="list-style-type: none"> <li>• Begin to understand theatre practitioners and style.</li> <li>• Exploring the idea that art can educate and inform.</li> <li>• Exploring all three disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept development</li> <li>• Performance through song</li> <li>• Character development</li> </ul>
3B Set Text – The twits & Set Design	<ul style="list-style-type: none"> <li>• Students learn a set text and perform in their characters.</li> <li>• Students start to understand the Performance Art industry, not just from the perspective of the performer.</li> <li>• Introducing basic costume and set to enhance character and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Costume Design aspects including, colour, style, fit, fashion, age.</li> <li>• Set design aspects including, stage flats, movable scenery, cost, style and build techniques.</li> </ul>

<b>Key Stage 3</b>		
<b>Year 8</b>		
<b>Topic (term)</b>	<b>Rationale: Why this content now?</b>	<b>Key skills practised/learned</b>
2B Physical Theatre – Frantic Assembly	<ul style="list-style-type: none"> <li>Building on students' knowledge of practitioners and style (needed for GCSE Drama). This unit explores the Frantic Assembly Theatre Company.</li> <li>Students will build and develop further their physical theatre skills.</li> </ul>	<ul style="list-style-type: none"> <li>Physical Theatre</li> <li>Movement</li> <li>Timing</li> <li>Relationship building</li> <li>Eye contact</li> </ul>
1B Characterisation – Detective Inspector & Pantomime	<ul style="list-style-type: none"> <li>Students will now have a repertoire of dramatic skills, which are transferable. This allows to students to use these techniques when bringing a script to life.</li> </ul>	<ul style="list-style-type: none"> <li>Characterisation</li> <li>Decoding</li> <li>Analysing</li> <li>Reading fluency</li> <li>Imagery</li> <li>Accent</li> <li>Diction</li> </ul>
2A Musical Theatre – Sweeny Todd	<ul style="list-style-type: none"> <li>This unit uses builds upon the techniques students have gained so far.</li> <li>They will bring to life a script, which includes, song and dance.</li> <li>This text will allow students to explore different types of craterisation.</li> </ul>	<ul style="list-style-type: none"> <li>Physical Theatre</li> <li>Musicality</li> <li>Concept development</li> <li>Performance through song</li> <li>Character development</li> </ul>
2B Dance & Movement	<ul style="list-style-type: none"> <li>It is important for students to understand all aspects of Performing Arts (including dance).</li> </ul>	<ul style="list-style-type: none"> <li>Movement</li> <li>Rhythm</li> <li>Coordination</li> <li>Formations</li> <li>Choreography</li> </ul>
3A	<ul style="list-style-type: none"> <li>TBC</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
3B Development of Costume and Set Design	<ul style="list-style-type: none"> <li>Pupils are required to consider location, props, and costume.</li> <li>Pupils develop their understanding of hair and makeup to enhance their character.</li> </ul>	<ul style="list-style-type: none"> <li>Construction</li> <li>Theatre location and styles</li> <li>Visual enhancements</li> <li>Prosthetics</li> </ul>

<b>Key Stage 3</b>		
<b>Year 9</b>		
<b>Topic (term)</b>	<b>Rationale: Why this content now?</b>	<b>Key skills practised/learned</b>
1A Devising – Seven Deadly Sins	<ul style="list-style-type: none"> <li>This unit uses all the techniques students have learned so far. It allows the students to begin to create their own pieces of performance art.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Tableaux/Freeze Frame</li> <li>Physical Theatre</li> <li>Musicality</li> </ul>
1B Murder Mystery & Pantomime	<ul style="list-style-type: none"> <li>Using drama skills pupils will create a character from a few notes.</li> <li>Bring that character to life in a full murder mystery setting.</li> <li>As a group they will learn a full script and perform a pantomime</li> </ul>	<ul style="list-style-type: none"> <li>Accents</li> <li>Hot seating</li> <li>Projection</li> <li>Articulation</li> <li>Media studies</li> <li>Script reading</li> </ul>
2A Monologue Slam	<ul style="list-style-type: none"> <li>Pupils will create their own monologue using AI technology</li> <li>Perform their monologues to the class.</li> <li>A selection of winners will compete in a full Monologue slam</li> </ul>	<ul style="list-style-type: none"> <li>Writing</li> <li>Line learning</li> <li>Presenting</li> <li>Performing</li> </ul>
2B Dance & Movement	<ul style="list-style-type: none"> <li>It is important for students to understand all aspects of Performing Arts (including dance).</li> </ul>	<ul style="list-style-type: none"> <li>Movement</li> <li>Rhythm</li> <li>Coordination</li> <li>Formations</li> <li>Choreography</li> </ul>
3A Study of a set text/Live Performance - Our Day Out	<ul style="list-style-type: none"> <li>TBC</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
3B Becoming the Producer	<ul style="list-style-type: none"> <li>This unit allows students to become a Theatre producer and theoretically organise and produce a production.</li> </ul>	<ul style="list-style-type: none"> <li>Finance skills</li> <li>Research</li> <li>Team building</li> <li>Group skills</li> <li>Organisation</li> <li>Delegation</li> </ul>

<b>Key Stage 4 (GCSE)</b>		
<b>Year 10</b>		
<b>Topic (term)</b>	<b>Rationale: Why this content now?</b>	<b>Key skills practised/learned</b>
1A Component 1 – Section A & Section B (40% of GCSE)	<ul style="list-style-type: none"> <li>• Introduction to the GCSE Drama Exam and explanation of each component.</li> <li>• Section A – Multiple choice exam questions.</li> <li>• Section B – Introduction to set text <i>Blood Brothers</i> (Act 1). Students will begin to have a full understanding of the whole text.</li> <li>• <i>Theatre Visit</i></li> </ul>	<ul style="list-style-type: none"> <li>• Roles and responsibilities</li> <li>• Stage Directions</li> <li>• Drama Terminology</li> <li>• Use of accent- Liverpudlian</li> <li>• Performers' vocal interpretation of character such as accent, volume, projection, articulation, volume, pitch, timing, pace, intonation, phrasing, emotional range, and delivery of lines.</li> </ul>
1B Component 2 – Devising Drama (mock/practise) (40% of GCSE)	<ul style="list-style-type: none"> <li>• Studying a more sophisticated stimulus to develop ideas for performance.</li> <li>• Verbatim Theatre technique to create characters and dialogue based on real accounts.</li> <li>• Detailed analysis of real-life characters to understand and interpret the role.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbatim theatre</li> <li>• Physical theatre</li> <li>• Frantic Assembly</li> <li>• Musical theatre skills</li> <li>• Brecht</li> <li>• Stanislavsky</li> </ul>
2A Component 3 – Texts in practise (Mock/practise) (20% of GCSE)	<ul style="list-style-type: none"> <li>• Encouraging a desire to create and explore independent learning and ideas.</li> <li>• Students will rehearse and perform extracts from <i>Blood Brothers</i> (Component 1 – Section B).</li> </ul>	<ul style="list-style-type: none"> <li>• Skills involved in bringing a script to life include age, build height of character.</li> <li>• Characterisation</li> <li>• Physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression, body language- posture, sustaining character.</li> </ul>

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2B Component 1 – Section B <i>(40% of GCSE)</i>	<ul style="list-style-type: none"><li>• Section B – Set text Blood Brothers (Act 2).</li></ul>	<ul style="list-style-type: none"><li>• Performers' vocal interpretation of character such as accent, volume, projection, articulation, volume, pitch, timing, pace, intonation, phrasing, emotional range, and delivery of lines.</li></ul>
3A Component 1 – Section C <i>(40% of GCSE)</i>	<ul style="list-style-type: none"><li>• The analysis of live performance as part of the GCSE course.</li><li>• Exploring/ discussing answers verbally to produce a more sophisticated written answer, come the exam.</li><li>• <i>Mock Examination – Component 1</i></li></ul>	<ul style="list-style-type: none"><li>• Exploring/discussing answers verbally to produce a more sophisticated written answer.</li><li>• Study of set live performance</li><li>• Analysing acting.</li><li>• Using drama terminology.</li><li>• Understanding plot and sub plot.</li></ul>
3B Component 2 Devising Drama (Practical assessment) <i>(40% of GCSE)</i>	<ul style="list-style-type: none"><li>• Using knowledge gained from mock devised pieces.</li><li>• Students will produce and rehearse a devised pieces of theatre based on a given stimulus</li><li>• <i>Practical assessment – Internally recorded.</i></li><li>• <i>25% of Component 2 – Completed.</i></li></ul>	<ul style="list-style-type: none"><li>• Encouraging the art of artistic development through varying stimuli and research.</li></ul>

<b>Key Stage 4 (GCSE)</b>		
<b>Year 11</b>		
<b>Topic (term)</b>	<b>Rationale: Why this content now?</b>	<b>Key skills practised/learned</b>
1A Component 2 Devising Drama (Written logs) (40% of GCSE)	<ul style="list-style-type: none"> <li>The devising logs comprise of 75% of component 2.</li> <li>Students finalise and complete their written logs based on their devised practical performance.</li> </ul>	<ul style="list-style-type: none"> <li>Response to the stimulus.</li> <li>Development and collaboration.</li> <li>Analysis and evaluation.</li> </ul>
1B Component 1 (revision) (40% of GCSE)  Component 3 (rehearsals) (20% of GCSE)	<ul style="list-style-type: none"> <li>Recapping knowledge gained based on set text – Blood Brothers.</li> <li>Begin producing and rehearsing extracts given by the teacher for Component 3.</li> </ul>	<ul style="list-style-type: none"> <li>Recap and revision</li> <li>Using research to inform acting and create more knowledge of own character.</li> </ul>
2A Component 3 – Texts in Practise (Practical assessment) (20% of GCSE)	<ul style="list-style-type: none"> <li>Students continue rehearsing Component 3 in preparation for their practical examination.</li> <li>Rehearsals</li> <li><i>Visiting examiner – Performance</i></li> </ul>	<ul style="list-style-type: none"> <li>Rehearsal technique</li> <li>Time management</li> <li>Further understanding of characters' thoughts and intentions.</li> </ul>
2B Component 1 Section B (40% of GCSE)	<ul style="list-style-type: none"> <li>Introduction of revision plan</li> <li>Recap set text - Blood Brothers Act 1 &amp; 2.</li> </ul>	<ul style="list-style-type: none"> <li>Organisation</li> <li>Time management</li> <li>Revision</li> </ul>
3A Component 1 (Revision)  (40% of GCSE)	<ul style="list-style-type: none"> <li><i>Mock Examination</i></li> </ul>	<ul style="list-style-type: none"> <li>The paper constitutes 40% of the GCSE</li> <li>Section A: Theatre roles and terminology</li> <li>Section B: Study of set text</li> <li>Section C: Live theatre production</li> </ul>
3B Component 1 (Revision)  (40% of GCSE)	<ul style="list-style-type: none"> <li><i>Summer Examination</i></li> </ul>	