

Drama Curriculum Map

Intent – The Drama curriculum at The Hurlingham Academy aims to develop students' creativity and confidence. It is underpinned by three key disciplines: devising, performing and evaluating. At each stage of the curriculum, we challenge students to develop their skills in these three areas. The curriculum has been designed to enable pupils to embrace their own creativity, continually develop their confidence and grow an appreciation for drama as an art form in the process. Additionally, students will learn how to collaborate successfully with others, confidently present to others, show confidence in speaking, and accurately evaluate themselves and others through regular opportunities for reflection. Alongside core skills, pupils will be exposed to the exploration of different theatrical contexts, histories and practitioners as well as different cultures, perspectives and ideas. Ultimately, Drama lessons are a space in which students can learn to express themselves by grounding their creativity in a wealth of knowledge from other dramatic works and feel inspired to devise their own original pieces.

Implementation

Term	1+2	3	4+ 5 +6
Year 8	<p>Introduction to Scripted Theatre: Pupils will study 'The Curious Incident of the Dog in the Night-Time', adapted by Simon Stevens and produced by Frantic Assembly. Pupils will interrogate characters and relationships in the play to develop believable performances. They will apply their understanding of the context to their performances and search for their own interpretations of the themes, situations and emotions within the script.</p>	<p>Evaluating Movement and Ensemble: This unit develops pupils' critical evaluation of live theatre. Pupils have previously studied the novel <i>Jane Eyre</i> by Charlotte Bronte in the English classroom and will apply their expertise of the novel to analyse the National Theatre's production of Jane Eyre and it's purposeful use of the ensemble cast.</p>	<p>Devising With Direction: During this unit, pupils will devise a group performance in response to the idea of 'power in society'. Pupils will be explore a range of stimuli related to this theme and in groups develop these ideas, working collaboratively. The pupils' resulting will weave together their understanding of design, performance and direction with their own overall intent as playwrights themselves.</p>
Year 9	<p>Scripted Unit: Theatre and Performing for Social Change: Pupils will be introduced to the work of Brecht and his influential practices. Pupils will learn some of the Brechtian features of Epic theatre and the intended effects. Pupils will read the theatrical adaptation of Malorie Blackman's novel 'Noughts and Crosses' and explore the themes of racism, power and friendship through discussion. Pupils will be encouraged to experiment with Brechtian features of performance to contribute to the message of both the script and their performances.</p>	<p>Evaluating and Didactic Intent: Pupils will watch and analyse a professional Shakespearean production of Romeo and Juliet. Pupils will develop an appreciation for how plays explore the respective social, and historical contexts in which they are set. Pupils will evaluate the intended impact of the performance. This unit is designed to build on their study of this text in their English lessons- actively developing cross-curricular links.</p>	<p>Devising With Intent: Pupils will apply the range of skills they have acquired across KS3 to produce a mature response to the Year 9 theme: 'power and protest'. During the early stages of this unit, students will review several stimuli related to social and political protest- including excerpts from contemporary theatrical productions which utilise the promenade style to create opportunities for audience participation. Pupils will carefully design, perform and direct their own response to this theme for the final assessment.</p>
Year 10	<p>AQA Component 1: Understanding drama Students will study 'The Crucible' by Arthur Miller (1953) as their set play. They will read and watch adaptations of this script, reflecting on the structure, form and style of the language and performance. Students will make sophisticated links between design and context and/or theatrical conventions. Through rich discussion, students will enhance their interpretations of the use of practical production decisions such as lighting, sound, set, costume.</p>	<p>AQA Component 2: Devising drama During this unit, students will learn how to contribute to devised drama in a live theatre context for an audience. Across the course of the unit, students must develop their ability to carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress and analyse and evaluate their own processes.</p>	<p>AQA Component 1: Live theatre production Students will study 'Frankenstein' as adapted by the National Theatre (2020). They will actively watch the adaptation, reflecting on the use of practical production. Students will develop their ability to make links between design fundamentals such as scale, colour, multimedia, special effects and music. They will analyse performers' vocal and physical interpretation of character and the intended meaning behind these.</p>
Year 11	<p>AQA Component 2: Devising drama During this unit, students will create and rehearse their final assessed performances. They will utilise the skills developed across KS3 to respond to a stimulus of their choice and actively and maturely contribute to devised drama in a live theatre context for an audience. Performances will be performed to an audience of peers, teachers and parents in a final recorded showcase.</p>	<p>AQA Component 3: Texts in Practice For this performance unit, students must develop their ability to interpret texts, create and communicate meaning and realise artistic intention in text-based drama. For assessment, students must perform two extracts from one play which contrasts to the set play studied in Component 1.</p>	<p>Revision of Component 1 topics ahead of final GCSE written Exam. Revision lessons will focus on the rehearsal of key written exam skills and strategic revisiting of key drama terminology and concepts within the classroom.</p>

Impact: To ensure that all students successfully master the vocabulary, knowledge and skills required of their study of Drama, they will engage in formative assessment in every lesson and teachers will offer feedback to ensure progress in each of these areas, according to the teacher/student success criteria. Pupils will also be explicitly taught self-assessment using this success criteria. The six core skills developed across KS3 are: commitment, professionalism, vocal dramatic skills, physical dramatic skills, collaboration, and performance evaluation. A summative assessment at the end of each term will establish the progress pupils have made across the unit. The impact of pupils building their communication & teamwork skills will be evident in their confidence with oracy in other classrooms across the curriculum and wider engagement with extra-curricular drama, debating and presentations.

