



Denton Community College 2019/20
Departmental Curriculum Map Template
Subject: Drama



Year Group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Missing Dan Nolan	Crime and Punishment	Dilemmas/Theatre In Education	A selection of Stimuli	Blood Brothers	Live Theatre/ Billy Elliot
What will students during this unit?	<u>Issue based Drama by Mark Wheeler</u> <ul style="list-style-type: none"> Historical context Given Circumstances Carry out research Style and Genre Realise and communicate artistic intention in devised drama. Use of performance space and spatial relationships on stage. 	<u>Devising based on Derek Bentley case</u> <ul style="list-style-type: none"> Drama and Theatre terminology and how to use it appropriately Performance conventions and techniques Relationships between performers and audience Improvisation 	<u>Devising based on drink driving in the style of TIE</u> <ul style="list-style-type: none"> Analyse and evaluate their own process of creating devised drama. Exploring epic theatre How meaning is created Group collaboration Script Writing/developing 	<u>A selection of different stimuli – E.G – Song, poem, painting and video.</u> <ul style="list-style-type: none"> Realise artistic intention in devised drama. Carry out research and link to performance Creativity Structure of Performance 	<u>AQA GCSE Set text by Willy Russell</u> <ul style="list-style-type: none"> Explore the practical demands of a set text Research social and historical context Character motivation and interaction How meaning is created from a script Style and Genre 	<u>Live theatre review and practically explore scenes from performance.</u> <ul style="list-style-type: none"> How the play is interpreted in the production seen. The skills demonstrated by the performers and how successfully meaning was created for the audience The design skills demonstrated in the production. The context of play and production. Research the production. The roles and responsibilities of

						theatre makers in contemporary professional practice.
When will students be assessed?	<p><u>Lesson 3</u> - Teacher targets</p> <p><u>Lesson 7</u> –Practical performance (Teacher Assessment)</p>	<p><u>Lesson 2</u> - Verbal/written peer feedback</p> <p><u>Lesson 4</u> - Teacher targets</p> <p><u>Lesson 7</u> - Class practical performance (Teacher Assessment)</p> <p><u>Lesson 8</u> – Reflective Log written assessment</p>	<p><u>Lesson 2</u> - Verbal feedback</p> <p><u>Lesson 4</u> - Teacher targets – Written</p> <p><u>Lesson 7</u> - Class practical performance (Teacher Assessment)</p>	<p><u>Lesson 3</u> - Teacher targets</p> <p><u>Lesson 6</u> – Practical performance</p>	<p><u>Lesson 2</u> - Peer assessment</p> <p><u>Lesson 4</u> – Teacher targets</p> <p><u>Lesson 5</u> - Class practical performance (Teacher Assessment)</p>	<p><u>Lesson 2</u> - Peer assessment</p> <p><u>Lesson 5</u> - Teacher targets</p>
How will students be assessed?	<p><u>Lesson 3</u> - Teacher targets</p> <p><u>Lesson 7</u> –Practical performance (Teacher Assessment)</p> <p>Every lesson verbal feedback</p>	<p><u>Lesson 2</u> - Verbal/written peer feedback</p> <p><u>Lesson 4</u> - Teacher targets</p> <p><u>Lesson 7</u> - Class practical performance (Teacher Assessment)</p> <p>Every lesson verbal feedback</p>	<p><u>Lesson 2</u> - Verbal/written peer feedback</p> <p><u>Lesson 4</u> - Teacher targets</p> <p><u>Lesson 7</u> - Class practical performance (Teacher Assessment)</p> <p>Every lesson verbal feedback</p>	<p><u>Lesson 3</u> - Teacher targets</p> <p><u>Lesson 6</u> – Practical performance</p> <p>Every lesson verbal feedback</p>	<p><u>Lesson 2</u> - Peer assessment</p> <p><u>Lesson 4</u> – Teacher targets</p> <p><u>Lesson 5</u> - Class practical performance (Teacher Assessment)</p> <p>Every lesson verbal feedback</p>	<p><u>Lesson 2</u> - Peer assessment</p> <p><u>Lesson 5</u> - Teacher targets</p> <p>Every lesson verbal feedback</p>
Key Vocabulary	<p>Docudrama</p> <p>Hot-seating</p> <p>Split scene/stage</p> <p>Cross cutting</p> <p>Given Circumstances</p>	<p>Mime, movement and music</p> <p>Third person thoughts</p> <p>Monologue</p> <p>Blocking</p> <p>Improvisation</p>	<p>Brecht</p> <p>V Effect</p> <p>Alienation</p> <p>Placards</p> <p>Theatre in education</p> <p>Direct Address</p>	<p>Physical theatre</p> <p>Episodic</p> <p>Non-naturalistic</p> <p>Theatre of the absurd</p> <p>Exploration</p>	<p>Character backstory</p> <p>Action the text</p> <p>Cyclical structure</p> <p>Characterisation</p> <p>Musical Theatre</p> <p>Off text</p> <p>improvisation</p>	<p>Social, Historical and cultural context</p> <p>Analysis</p> <p>Evaluation</p> <p>Proscenium arch</p> <p>In the round</p> <p>Traverse</p>

