

St Cuthbert Mayne School Curriculum Map



Department: Drama Year 9

Drama is a subject taught in the Performing Arts Faculty and our schemes of learning are driven by a desire to value and nurture the creative potential in every student, building tolerance of diversity, bravery of spirit and resilience of focus. Drama allows students to learn within practical sessions but also within reading, writing and reviewing tasks where theory underpins the practical work and so students are enabled to be brave enough to perform on their own and in small groups from the outset of Year 7. Lessons ask students to take the time to read scripts or respond to arts-based imagery with focus and discipline and then respond with creativity and care.

Key skills and concepts of learning: each of these areas is informed by engaging in creating, performing and appreciating

- Develop knowledge and understanding of a range of professional arts work including technique and text
- To respond creatively and with sensitivity to stimulus based tasks
- To increase vocal and physical skills when performing in front of an audience
- To respond with careful thought and emotional intelligence as a performer or member of the audience
- To use drama as a way of thinking through and understanding the perspectives and viewpoints of others

Key Stage 3 Curriculum Summary

A degree of choice is built into the Key Stage 3 curriculum structure to support the learning needs and interests of the students with the teacher making the final decision about which scheme of learning would best support the development of learners into thinkers and creators.

Assessment processes in key stage 3 will require solo and group based performances, performer/director log books, peer and self review, written documentation and reflection.

Year 9: We are aware at this stage of the curriculum that some students will want to focus less on performance and more on written processes that will support their achievement in subjects such as English. The schemes of learning allow for some student choice, where appropriate, but remain committed to the core aims of ensuring students can speak and move on stage with confidence, focus and skill. Learners will explore a range of texts and performance works that support a personalised response to learning whilst keeping ensemble development skills at the heart of the work.

- **Understanding and Performing text**
- **Practitioners' techniques and methods**
- **Live Theatre Review**

Autumn Term

Topic/Unit	Understanding & Performing text
Knowledge (Content covered)	How to read, analyse and respond to a series of extracts or short scenes from a performance, directorial or design perspective Staging an extract to highlight characterisation processes Staging an extract to highlight thematic and social context Exploration of dramatic conventions linked to an extract such as documentary, Verbatim and adaptation processes Exploring the playwright's intentions and impact on audience DNA and One Man Two Governors (NT)
Skills	Reading, writing and discussing Oracy - physical and verbal (solo and group) Listening and negotiating Focus and discipline Analysis and evaluation Creating, performing and appreciating

Assessment	Diagnostic (by end of week 4) Formative (by end of week 12) Summative (by end of week 16) **Performing focus
Gatsby 4 (Linking curriculum learning to careers) <u>GATSBY BENCHMARK 4</u> https://www.gatsby.org.uk/education https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks/gatsby-benchmark-4	<p>In Year 9, learners are encouraged to continue to develop transferable skills such as negotiating and problem solving and the world of work options are increased so that students understand the role of maturity and emotional intelligence when considering careers within the creative and business industries. Personalised learning within lesson tasks will allow students to tailor curriculum links to areas of interest such as arts administration, script writing and editing, copywriting, design, DJ/MC, journalism, proofreader, youth and community work, teacher, manager and arts-based therapist.</p>

Spring Term

Topic/Unit	Practitioners' Techniques and Methods
Knowledge (Content covered)	Methods used by differing practitioners (such as Brecht) and their impact on contemporary practitioners (such as Punchdrunk, Kneehigh Theatre, Wise Children, Frantic Assembly, Rash Dash).
Skills	Oracy - physical and verbal (solo and group) Negotiating and devising Risk taking, group organisation Listening skills, focus and discipline Reading, writing and discussing Creating, performing and appreciating
Assessment	Formative (by end of week 12) Summative (by end of week 16) ** Devising Focus

<p>Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4</p>	<p>In Year 9, learners are encouraged to continue to develop transferable skills such as negotiating and problem solving and the world of work options are increased so that students understand the role of maturity and emotional intelligence when considering careers within the creative and business industries. Personalised learning within lesson tasks will allow students to tailor curriculum links to areas of interest such as arts administration, script writing and editing, copywriting, design, DJ/MC, journalism, proofreader, youth and community work, teacher, manager and arts-based therapist.</p>
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Summer Term

<p>Topic/Unit</p>	<p>Live Theatre Review</p>
<p>Knowledge (Content covered)</p>	<p>Understanding of Design Elements such as: lighting, costume, set and sound How to write a Live Theatre Review How directorial choices impact an audience Social, Historical Context Developing reviewing and evaluation skills Hamilton Stage Combat</p>
<p>Skills</p>	<p>Negotiating, directing and interpreting Risk Taking, group organisation Listening skills, focus and discipline Self and peer review, target setting Creating, performing and appreciating Writing and articulation of ideas</p>
<p>Assessment</p>	<p>Formative assessment (by end of week 9), summative (by end of week 12). ** Performing and Appreciation Focus</p>
<p>Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4</p>	<p>For this term we would like to focus further on transferable skills developed when studying drama and link these to careers outside of the industry but which would benefit from oracy, presentation skills and adaptability. This will link to a range of careers in the business, hospitality, retail and caring sectors.</p>