Curriculum Map

Subject: Drama

	Autumn	Spring	Summer
Content - WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	Component 2 Creating original Drama unit and preparing for the Component 1 written paper mock exam.	Finishing Component 2, starting Component 3 and completing a second mock of Component 1.	Completing Components 1 and For Component 3 students will
All units in Year 13 contribute to the final A Level grade.	We start the Component 2 Unit which contributes to 30% of the final A Level grade within this term. Students devise a performance incorporating the methods of their chosen practitioner and complete an accompanying working notebook which documents the process. In this term students also sit a mock exam of the full 3 hour paper for Component 1. We therefore revisit all 3 sections of the paper in prep for this. We have allocated fortnightly lessons where we learn how to approach various questions from past papers.	Students finish Component 2 at the start of this term. Students start Component 3 in this term and will explore 3 plays and then scripted extracts from these. These are within a chosen style which fits the methodologies of their chosen practitioner in prep for their Component 3 performance to the visiting external examiner in the next term. They also work on their accompanying reflective log. In this term students also complete their second mock exam of the full 3 hour paper for Component 1. We therefore revisit all 3 sections of the paper in prep for this. We have allocated fortnightly lessons where we learn how to approach various questions from past papers.	and scripted extracts during th which fits the methodologies of This is in prep for their Compo- visiting external examiner which term. In this term students will comp contributing to their final A Lew performance to a visiting examption the component 1 written pape
Skills- What will be developed?	Skills in understanding and applying the techniques of Drama Practitioners will be developed as students start their Component 2 Creating original drama unit. Skills needed for component 2 will be developed such as how to create original drama inspired by the techniques of a practitioner. Skills in being able to document the process through a working notebook will also be developed.	Interpreting a script from page to stage for component 3. Working on how to bring the written word within a scripted scene to life offering your own interpretation that fits the intentions of the playwright but is also influenced by the working methods and techniques of a drama practitioner. They will also develop reflective skills having to complete an accompanying reflective log. Skills in understanding the set text and being able to	In this term students will comp contributing to their final A Lev performance to a visiting exam the component 1 written pape Students will apply skills learnt the course to these 2 units. Time management skills will be for the component 1 written ex
	be developed as students will view a different Live theatre production and learn how to respond to this in order to complete Section C of the component 1 written paper. Skills in understanding the set text and being able to write about how they would interpret roles and direct performers within given extracts will be gained, as well as skills in being able to structure responses for Sections A and B of the written paper including extended responses as students prep for and complete a full mock of the Component 1 written paper.	write about how they would interpret roles and direct performers within given extracts will be gained, as well as skills in being able to structure responses for Sections A and B of the written paper including extended responses as students prep for and complete a second full mock of the Component 1 written paper. Time management skills will be developed when preparing for the mock exam. Group work and communication skills are developed in every unit.	Group work and communication every unit.

and 3 of the A Level course

vill continue to explore 3 plays this term within a chosen style s of their chosen practitioner. ponent 3 performance to the hich takes place during this

mplete the final 2 units Level Grade. The Component 3 aminer (30% of final grade) and per (40% of final grade).

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be developed when preparing a exam.

tion skills are developed in

e management skills will be developed when paring for the mock exam. oup work and communication skills are developed very unit.		
up work and communication skills are developed		
wledge of key drama and theatre practitioners	When working on Component 2 the main questions	Questions regarding interpret
be gained.	will be formed around what they intend to	asked such as:
estions will be asked regarding these	communicate to the audience and how they can	
ctitioners such as:	apply the methods of their chosen practitioner to	Which practitioners' methods
at is significant about their methods/techniques?	their message/purpose of their piece. The exam	work?
v could you apply these to your own work?	board give set bullet points that the students must	What style of text do you thin
v does what we know about the SCHP of when	consider when creating their piece and documenting	methods?
		What do you want to commun
e/intentions?	notebook.	how can the techniques of you
	Questions recording interrestation for component 2	you to achieve this? Again, stu
component 1 students gain knowledge of how		prompt bullet points by the ex
	will be asked such as.	For component 1 students gai
	Which practitioners' methods do you want to apply	makers create meaning through
		Questions will be asked regard
	-	their skills to interpret roles or
also be asked on how others have used their	their methods?	context and setting of a scene
Is and the impact of this. Students also gain	What do you want to communicate to your audience	on how others have used their
wledge of the set text O.C.G and the live theatre	and how can the techniques of your chosen	Students also gain knowledge
duction we view.	practitioner help you to achieve this? Again,	live theatre production we vie
	students are provided with prompt bullet points by	
	the exam board.	The SCHP (Social, cultural, hist
		of all plays and practitioners w
cussed.	For some mont 4 students soin by suidades of how	
Section B. questions on the		For Section B, questions on the
•	0 0	as a playwright will be asked.
		For Section C, questions on th
		production will be asked as we
Section C. questions on the aims and intentions		created meaning through thei
atre makers created meaning through their use	knowledge of the set text O.C.G and the live theatre	
kills.	production we view.	
		Students will also develop eva
en working on Component 2 the main questions	The SCHP (Social, cultural, historical and political	assess the merits of their own
		others.
-	discussed.	
	For Contine D. sweeting and the	
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	askeu.	
	For Section C. questions on the aims and intentions	
	of the production will be asked as well as how	
cawwye casteralswoo stury ye shak elnehiririsir	 At is significant about their methods/techniques? At is significant about their methods/techniques? At y could you apply these to your own work? At y does what we know about the SCHP of when y were/are working tell us about their e/intentions? At the makers create meaning through use of skills. At their skills to interpret roles or direct performers on the context and setting of a scene. Questions also be asked on how others have used their so and the impact of this. Students also gain wiedge of the set text O.C.G and the live theatre duction we view. SCHP (Social, cultural, historical and political text) of all plays and practitioners will be ussed. Section B, questions on the /themes/Wertenbaker as a playwright will be ed. Section C, questions on the aims and intentions he production will be asked as well as how atre makers created meaning through their use kills. 	 apply the methods of their chosen practitioner to their message/purpose of their piece. The exam board give set bullet points that the students must consider when creating their piece and documenting their process within their accompanying working notebook. Questions regarding interpretation for component 3 will be asked regarding how they would their skills to interpret roles or direct performers that instand of their methods? (Mather Mather as a playwight will be asked on how others have used their skills to interpret roles or direct performers that is students also gain wheldge of this. Students also gain dhe impact of this. Students also gain wheldge of the set text O.C.G and the live theatre fuction we view. SCHP (Social, cultural, historical and political text) of all plays and practitioners will be ussed. Section B, questions on the //themes/Wertenbaker as a playwright will be asked as well as how the makers created meaning through their use ills. en working on Component 2 the main questions be formed around what they intend to municate to the audience and how they can y the methods of their piece and documenting their piece and documenting their piece and documenting their piece. The exam board. What style est bullet points that the students must ider when creating their piece. The exam board. What style of text do you this would work with their methods? What style of text do you think would work with their methods? What style of text do you want to apply to your work? and how can the techniques of your chosen practitioners will be asked regarding how they would use their skills to interpret roles or direct performers given the context and setting of a scene. Questions will also be asked on how others have used their skills to interpret roles or direct performers given the context and setting of a scene. Questions will also be asked on how others have used their skills and the impact of this. Students also gain knowledge of

etation for component 3 will be

- ds do you want to apply to your
- ink would work with their
- nunicate to your audience and your chosen practitioner help students are provided with exam board.
- gain knowledge of how theatre bugh use of skills. arding how they would use s or direct performers given the ne. Questions will also be asked heir skills and the impact of this. ge of the set text O.C.G and the view.
- istorical and political context) will be discussed.
- the play/themes/Wertenbaker I.
- the aims and intentions of the well as how theatre makers neir use of skills.
- valuation skills being able to wn work and the work of

	Students will also develop evaluation skills being able to assess the merits of their own work and the work of others.	theatre makers created meaning through their use of skills. Students will also develop evaluation skills being able to assess the merits of their own work and the	
SEND - how will support be seen? Seating plans? Simplified questions?	Mixed groupings. Modelling practically, orally and in written form when approaching the Component 1 written paper. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels. Use of Docs plus and laptops where required for exam prep. Differentiated feedback.	work of others. Mixed groupings. Modelling practically, orally and in written form when approaching the Component 1 written paper. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels. Use of Docs plus and laptops where required for exam prep. Differentiated feedback.	Mixed groupings. Modelling practically, orally and in written form when approaching the Component 1 written paper. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels. Use of Docs plus and laptops where required for exam prep. Differentiated feedback.
Assessment- What? Why?	Mock exam of the Component 1 written paper Completing the Component 2 creating original drama unit which is 30% of the final A Level grade. Timed graded assessments of Section A, B and C questions from past papers.	Mock exam of the Component 1 written paper Completing the Component 2 creating original drama unit which is 30% of the final A Level grade. Starting the Component 3 Making Theatre scripted unit which is 30% of the final A Level grade. Timed graded assessments of Section A, B and C questions from past papers.	 Sitting the Component 1 written paper, which is 40% of the final A Level grade. Completing the Component 3 Making Theatre scripted unit which is 30% of the final A Level grade, performing to a visiting external examiner. Timed graded assessments of Section A, B and C questions from past papers.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK. We use modelling for Component 1 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this. We use model answers to help students to structure responses and quiz regularly to help students retain and retrieve information.	Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK. We use modelling for Component 1 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this. We use model answers to help students to structure responses and quiz regularly to help students retain and retrieve information.	Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK. We use modelling for Component 1 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this. We use model answers to help students to structure responses and quiz regularly to help students retain and retrieve information.
Literacy - reading, extended accurate writing and oracy opportunities	For component 1 students must interpret language to be able to say how they would interpret characters vocally and physically on given lines from the text, with justification. They must also answer questions as Director's so again time is spent on interpreting the text to create meaning. We reread and recap our first set text 'Hedda Gabler during this term' in prep for the mock.	Students produce a working notebook for Component 2 that is up to 3000 words. They also create a practical performance that communicates their ides to the audience. In component 3 students must learn lines of a scripted extract. They also read 3 plays and explore 3 extracts. They also must interpret these extracts for performance to an external examiner.	In component 3 students must learn lines of a scripted extract. They also must interpret these extracts for performance to an external examiner. They also read 3 plays and explore 3 extracts. Students have to complete extended writing for their accompanying component 3 reflective log written work. For component 1 students must interpret language to be able to say how they would interpret characters vocally

	 We recap our second set text 'Our Country's Good 'during this term. We explore extracts practically before completing written responses so that students can bring scenes to life to make sense of the language first. We will also be preparing for the live theatre section of the Component 1 written paper in this term when we go to view a second performance. Students will learn how to structure their responses for Section C having viewed a production different in style to the previous year. Students sit the full 3 hour paper in their mock in this term, and all 3 sections involve extended writing. Students produce a working notebook for Component 2 that is up to 3000 words. Oracy is covered in all 3 components due to the practical nature of the subject. 	Oracy is covered in all 3 components due to the practical nature of the subject. For component 1 students must interpret language to be able to say how they would interpret characters vocally and physically on given lines from the text, with justification. They must also answer questions as Director's so again time is spent on interpreting the text to create meaning. We reread and recap our first set text 'Hedda Gabler during this term' in prep for the mock. We recap our second set text 'Our Country's Good 'during this term. We explore extracts practically before completing written responses so that students can bring scenes to life to make sense of the language first. We will also be preparing for the live theatre section of the Component 1 written paper in this term when we go to view a second performance. Students will learn how to structure their responses for Section C having viewed a production different in style to the previous year.	and physically on given lines fr justification. They must also an so again time is spent on inter meaning. We reread and recap Gabler during this term' in pre We recap our second set text this term. We explore extracts completing written responses scenes to life to make sense of We will also be preparing for t Component 1 written paper in view a third performance. Stu structure their responses for S production different in style to Students sit the full 3 hour fina term, and all 3 sections involve
		Students sit the full 3 hour paper in their mock in this term, and all 3 sections involve extended writing.	
Numeracy/computing skills	 Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness. Students must work within set word counts and stick to set minimum/maximum time limits set by the exam board. For component 1 students must learn to manage their time and spend an appropriate amount of time on each question. Homework is often set as needing to be typed so that improvements/edits can be made more easily. Research is done online using computers. 	Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness. For component 2 students type their working notebook, they also must work within set word counts and stick to set minimum/maximum time limits set by the exam board. For component 3 students must stick to set minimum/maximum time limits set by the exam board. For component 1 students must learn to manage their time and spend an appropriate amount of time on each question.	Working in groups of a set size timings given for the tasks, cre minimum time limit, and spati For component 1 students mu and spend an appropriate amo question. For component 3 students mu minimum/maximum time limit They also type their accompan Research is done online using
Character development	Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.	Research is done online using computers. Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.	Students work in mixed group how to compromise, commun to each other's ideas whilst we improving both their confiden

from the text, with answer questions as Director's erpreting the text to create cap our first set text 'Hedda rep for the mock.	
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nust learn to manage their time mount of time on each	
nust stick to set nits set by the exam board.	
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anying written work. g computers.	

Equality /Diversity opportunities	The set texts explore moral decisions and character, and students reflect upon this, and in the exam, they also have to write as if they were in the shoes of the given characters when forming their written responses. Lessons are structured to cater to a range of	The set texts explore moral decisions and character, and students reflect upon this, and in the exam, they also have to write as if they were in the shoes of the given characters when forming their written responses. Lessons are structured to cater to a range of learning	The set texts explore moral de students reflect upon this, and to write as if they were in the when forming their written re Lessons are structured to cate
	 learning needs. We explore E/D when discussing the themes of the set text and rehabilitation of convicts/the power of theatre/arts in reforming people. We have chosen a set text by a female playwright We explore E/D when discussing the themes of the other set text and the role of women in the late 1800s and how the outcome of the play is largely due to gender inequality during the time period. Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. Equality and diversity are also covered within the work dependant on how students- respond to the stimulus and their chosen theme/performance idea. Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others. We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable. 	needs. Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. Equality and diversity are also covered within the work dependant on how students- respond to the stimulus and their chosen theme/performance idea. Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others. We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.	needs. Equality and diversity are also due to the creative nature of 1 Equality and diversity are also dependant on how students- their chosen theme/performa Within group tasks we teach t equal and that everyone's ide should have respect for the id We teach that characters can interpretation to allow studer feel most comfortable. For component 3 we give stud range of play texts written by playwrights.
Homework/Independent learning	Research for Component 2 creating original Drama performance/accompanying working notebook. Revision for mock Timed essay revision Practice Section A, B and C questions weekly for Component 1 mock.	Research for Component 2 creating original Drama performance/accompanying working notebook. Revision for mock. Improving mock responses. Practice Section A, B and C questions weekly for Component 1 mock.	Research for Component 3 sc performance/accompanying v Practice Section A, B and C qu Component 1 mock. line learning for component 3 visiting examiner.
CIAG coverage/links	All units this year focus on the skills required to be a professional Actor as well as how playwrights develop their work within theatre.	All units this year focus on the skills required to be a professional Actor as well as how playwrights develop their work within theatre.	All units this year focus on the professional Actor as well as h work within theatre.

decisions and character, and and in the exam, they also have ne shoes of the given characters responses.
ater to a range of learning
so explored via practical tasks of the subject/tasks. so covered within the work s- respond to the stimulus and mance idea.
h that all group members are deas are valid, therefore they ideas of others.
an be genderless and open to lents to play roles where they
udents access to a diverse by a diverse range of
scripted unit g written work.
questions weekly for

t 3 exam performance to

the skills required to be a show playwrights develop their

All units also look at professional production values	All units also look at professional production values	All units also look at professio
and the role of a production team from directors to	and the role of a production team from directors to	the role of a production team
designers, as well as how directors develop a	designers, as well as how directors develop a	as well as how directors devel
performance from stimulus to stage.	performance from stimulus to stage.	stimulus to stage.
In Components 2 and 3 students have the option to work as performers, directors or designers.	In Components 2 and 3 students have the option to work as performers, directors or designers.	

ional production values and m from directors to designers, velop a performance from

ents have the option to work designers.