Drama curriculum map

		Autumn term	Spring term	Summer term
Year 7	Unit of Work	Intro to Drama	Fairytales	Pantomime
	Fertile Questions	How do basic drama skills contribute to a performance?	How do we interpret characters from a script and bring them to life on stage?	What makes Pantomime so unique and how can we use our drama skills to perform one?
	Threshold Concepts / Key Knowledge	• Drama expectations • The purpose of drama • Basic drama skills: facial expressions, body language, gestures, vocal skills	• How we read from/interpret a script • Stage directions • Characterisation - bringing a character to life • Basic drama skills: facial expressions, body language, gestures, vocal skills	• Pantomime traditions • Breaking the fourth wall and direct address • Pantomime techniques e.g. dramatic irony • Basic drama skills: facial expressions, body language, gestures, vocal skills
	Assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment
	Experiences/ Purposeful Fun	• Every lesson is a practical exploration of drama skills and techniques with performance opportunities in every single one • Use of drama games to link to key skills being taught • Inclusion of costumes and props for final performances	• Every lesson is a practical exploration of drama skills and techniques with performance opportunities in every single one • Use of drama games to link to key skills being taught • Inclusion of costumes and props for final performances	• Every lesson is a practical exploration of drama skills and techniques with performance opportunities in every single one • Use of drama games to link to key skills being taught • Inclusion of costumes and props for final performances
	Skills	• Teamworking • Creative thinking • Confidence building • Speaking in front of others • Communication • Evaluative skills	• Teamworking • Creative thinking • Confidence building • Speaking in front of others • Communication • Evaluative skills	• Teamworking • Creative thinking • Confidence building • Speaking in front of others • Communication • Evaluative skills
	Has links to... (prior and future)	Every skill learnt and demonstrated is a skill they will use in every term of drama they do for their entire school life	Every skill learnt and demonstrated is a skill they will use in every term of drama they do for their entire school life	Every skill learnt and demonstrated is a skill they will use in every term of drama they do for their entire school life
	Cultural/contextual knowledge	• Stimuli have historical links e.g. WW2	• Historical literature links	• Historical theatre genre and traditions dating back to the Victorian era
	Careers links	• Performing arts-based jobs: actor, director, producer • Any career that requires public speaking, teamworking etc.	• Performing arts-based jobs: actor, director, producer • Any career that requires public speaking, teamworking etc. • Designer – set, costume, props	• Performing arts-based jobs: actor, director, producer • Any career that requires public speaking, teamworking etc. • Designer – set, costume, props
	Literacy elements	Key words: tableau, facial expression, body language, gestures, pitch, pace, tone, volume, emphasis, stimulus/stimuli, thought track, levels, initial response, characterisation	Key words: tableau, facial expression, body language, gestures, pitch, pace, tone, volume, emphasis, levels, proxemics, characterisation, stage direction	Key words: tableau, facial expression, body language, gestures, pitch, pace, tone, volume, emphasis, levels, proxemics, breaking the fourth wall, direct address, aside, dramatic irony, characterisation

		Autumn term	Spring term	Summer term
Year 8	Unit of Work	Commedia Dell'Arte	Puppetry	DNA – Working from Text
	Fertile Questions	How did Commedia Dell'Arte pave the way for modern slapstick comedy?	How can puppetry be used to support early years education?	How can we use staging and direction to interpret a script?
	Threshold Concepts / Key Knowledge	• Slapstick comedy (and techniques to do it safely) • Lazzi • Dynamic staging • Characterisation - bringing a character to life • Basic drama skills: facial expressions, body language, gestures, vocal skills		
	Assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment
	Experiences/ Purposeful Fun	• Every lesson is a practical exploration of drama skills and techniques with performance opportunities in every single one • Use of drama games to link to key skills being taught • Inclusion of costumes and props for final performances	• Students create and perform with their own unique sock puppet in a puppet theatre set-up • Every lesson is a practical exploration of drama skills and techniques with performance opportunities in every single one • Use of drama games to link to key skills being taught	• Every lesson is a practical exploration of drama skills and techniques with performance opportunities in every single one • Use of drama games to link to key skills being taught • Inclusion of costumes and props for final performances
	Skills	• Teamworking • Creative thinking • Confidence building • Speaking in front of others • Communication • Evaluative skills	• Teamworking • Creative thinking • Confidence building • Speaking in front of others • Communication • Evaluative skills	• Teamworking • Creative thinking • Confidence building • Speaking in front of others • Communication • Evaluative skills
	Has links to... (prior and future)	Every skill learnt and demonstrated is a skill they will use in every term of drama they do for their entire school life	Every skill learnt and demonstrated is a skill they will use in every term of drama they do for their entire school life	Every skill learnt and demonstrated is a skill they will use in every term of drama they do for their entire school life
	Cultural/contextual knowledge	• Theatre from a different time-period/culture (17th century Italy)	• Different types of puppetry from different cultures e.g. Japanese Bunraku/Kazego	• The use of cultural context in inspiring playwrights e.g. Dennis Kelly and the role the 7/7 bombings played in his conception of the play DNA
	Careers links	• Performing arts-based jobs: actor, director, producer • Any career that requires public speaking, teamworking etc.	• Performing arts-based jobs: actor, director, producer • Any career that requires public speaking, teamworking etc. • Early years education (nursery/primary)	• Performing arts-based jobs: actor, director, producer • Any career that requires public speaking, teamworking etc.
	Literacy elements	Key words: facial expression, body language, gestures, levels, proxemics characterisation, stage direction, Commedia Dell'Arte, slapstick comedy, dynamics, Lazzi, Pantalone, Il Capitano, Zanni	Key words: gestures, pitch, pace, tone, volume, emphasis, breaking the fourth wall, direct address, puppeteer, lip sync, accent	Key words: facial expression, body language, gestures, pitch, pace, tone, volume, emphasis, levels, proxemics, stage direction, hierarchy, status, characterisation, split stage, flashback, given circumstances, naturalistic

		Autumn term	Spring term	Summer term
Year 9	Unit of Work	Physical Theatre	Theatre In Education (T.I.E)	Technical Theatre
	Fertile Questions	What is Physical Theatre and how can we use our bodies to tell powerful stories as an ensemble	What is Theatre in Education and how can we create a performance that teaches a clear message to a younger audience?	How do technical elements bring a performance to life and enhance storytelling on stage?
	Threshold Concepts / Key Knowledge	• Definition and conventions of Physical Theatre • Physical storytelling (movement, gesture, mime, stylisation) • Ensemble techniques: trust, synchronisation, unison, canon • Spatial awareness: levels, staging, proxemics • Transition between movement and text • Basic puppetry techniques (focus, control, bringing objects to life) • Understanding how professional theatre influences performance	• Understanding the purpose of T.I.E (to educate as well as entertain) • Audience awareness (adapting performance for younger children) • Clear storytelling and moral messaging • Structuring a simple narrative with a beginning, problem, and resolution	• Understanding the role of technical theatre in performance • How sound can create atmosphere and mood (soundscapes) • Costume design and how it communicates character and context • Lighting basics: colour, intensity, positioning and effect • Use of props and set to support storytelling • How technical elements work together to enhance meaning
	Assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment	• Rehearsal • Performance • Evaluation • Peer and self-assessment
	Experiences/ Purposeful Fun	• Every lesson is a practical exploration of movement and storytelling • Drama games focused on trust, coordination and ensemble work • Physical theatre workshops (e.g. lifts, transitions, group shapes) • Watching clips of professional companies (e.g. Frantic Assembly) • Creating movement sequences from stimuli • Use of props and puppetry in performance	• Every lesson is a practical exploration of devising and storytelling • Drama games focused on communication and audience interaction • Hot seating activities to deepen character understanding • Opportunities to perform regularly (with potential to perform to a real primary audience) • Use of simple props and costumes	• Every lesson focuses on a different technical skill • Hands-on activities (creating soundscapes, designing costumes, using lighting equipment) • Dressing up and designing characters from a brief • Practical exploration of stage lighting • Using props and set in performance tasks • Devising a final piece combining all elements

	Skills	• Teamworking and ensemble collaboration • Creative thinking and devising • Physical control and coordination • Confidence and stage presence • Communication through movement • Interpretation of text through physicality • Evaluative and reflective skills	• Teamworking and collaboration • Creative thinking and problem-solving • Confidence in performance • Communication and clarity of message • Audience engagement • Speaking and listening skills • Evaluative and reflective skills	• Creative thinking and problem-solving • Teamworking and collaboration • Technical understanding of theatre production • Design and interpretation skills • Confidence in presenting ideas • Communication and planning • Evaluative and reflective skills
	Has links to... (prior and future)	Prior KS3 • Basic drama skills (facial expressions, body language, gesture) **Future KS4:** • Devising theatre • Physical theatre practitioners (e.g. Frantic Assembly) • Live theatre evaluation exam • Script work incorporating movement	**Prior KS3** • Basic drama skills (voice, movement, characterisation) **Future KS4:** • Devising theatre component 1 • Use of theatre to communicate meaning • Evaluation of performance work	Prior KS3 • Performance skills (characterisation, storytelling, ensemble work) **Future KS4:** • Design elements in GCSE Drama • Devising component with technical integration • Understanding production roles • Written evaluation of theatre
	Cultural/contextual knowledge	• Development of Physical Theatre as a modern performance style • Influences from practitioners and companies • Links to dance, mime and international theatre traditions	• Role of theatre in educating audiences • Use of drama in schools and community settings • Understanding how performance can address real-world issues • Links to PSHE and social education	• Understanding how modern theatre relies on technical elements • The role of design in professional productions • Awareness of backstage production processes
	Careers links	• actor (stage and physical theatre) • Director / movement director / choreographer • Theatre company member • Puppeteer • Designer (set, props, costume) • Careers requiring teamwork, creativity and communication	• Actor • Teacher / workshop leader • Theatre in Education practitioner • Director • Youth theatre leader • Any career involving communication, leadership and working with young people	• Lighting designer • Sound designer / technician • Costume designer • Set designer • Stage manager / technician • Theatre production roles • Creative industries and design careers
	Literacy elements	Physical Theatre, Ensemble, Unison, Canon, Levels, Proxemics, Space, Gesture, Mime, Devising, Puppetry, Focus, Characterisation.	Theatre in Education (T.I.E), Moral, Audience, Direct address, Breaking the fourth wall, Hot seating, Characterisation, Issue, Resolution.	Technical theatre, Soundscape, Atmosphere, Costume, Design brief, Lighting, Intensity, Props, Set, Stage, Design, Production.

		Autumn term	Spring term	Summer term
Year 10	Unit of Work	An Inspector Calls- understanding the play and exam questions	Component 1- Devising	Devising Development & Performance Skills (Component 2 Preparation)
	Fertile Questions	What is the storyline of 'Inspector calls' and how can Drama skills and techniques be used to portray this.	How can we create an original performance from a stimulus?	• How can we apply practitioner techniques to both devised and scripted work? • How can script work develop our performance skills?
	Threshold Concepts / Key Knowledge	• Understanding the context of the play • **Performance & Acting Skills:** • Interpreting character relationships and social hierarchy on stage • Use of **dramatic conventions** to explore key moments (e.g., freeze-frame, proxemics, thought tracking, marking the moment) • **Text & Context Knowledge:** • Understanding the social, historical and political context of 1912 and 1945 • Exploring the themes of responsibility, class, gender, and social change • Understanding the role of the Inspector and Priestley's message to the audience • Identifying genre, form and structure of the play • **Devising & Creative Interpretation:** • Using extracts as a stimulus for performance • Reimagining scenes through different	• **Devising is a creative process** involving exploration, experimentation and refinement • **Performance communicates meaning** through acting and design choices • **Collaboration is essential** to successful theatre-making • **Structure creates clarity** for the audience • **Practitioners shape performance style and intention** • **Evaluation strengthens performance quality**	• **Refinement improves performance quality** through rehearsal and feedback • **Scripted work develops interpretation skills** • **Practitioner techniques can be applied across performance types** • **Clear intention and structure create audience impact**

		theatrical styles or time periods • Exploring character intentions, subtext and status • Applying rehearsal strategies to shape character and scene meaning • Considering design elements (lighting, sound, set, costume and props) to enhance performance interpretation		
	Assessment	• Rehearsal • Mock to test knowledge and understanding • Peer and self-evaluative feedback	• Component 1: devising 40% of their GCSE • Rehearsal • Peer and self-evaluative feedback	• Final **Component 1 performance recording DDD** • Ongoing portfolio checks • Completed **devising portfolio** • End-of-year mock exam • Rehearsal feedback (teacher and peer) • Performance of short extracts
	Experiences/ Purposeful Fun	• Performance using props, costume and lighting. • Preparing performance skills.	• Theatre trip where possible • Practical workshops using: Freeze-frames, Thought tracking Improvisation • Physical theatre exercises (Frantic Assembly, Paper Bird) • Group collaboration activities • Filming and reviewing performance work • Experimenting with design elements (lighting, costume, sound)	• Filming scenes using camera techniques • Performing short, scripted extracts • Rehearsing and refining devised work • Exploring stage vs screen acting practically • Using “Do Now” starters (career links, exam prompts, quick tasks) • Group performances and creative experimentation
	Skills	• Vocal skills to communicate character (tone, pace, clarity, projection, emphasis • Physical skills: posture, gesture, spatial awareness, facial expression and movement linked to character and status • , freeze-frame, proxemics, thought tracking, marking the moment)	• Creating a clear performance from a stimulus • Using vocal and physical skills to communicate character • Improving performance through feedback and practice • Reflecting on work and justifying creative choices	• **Performance Skills:** Adapting acting for stage and screen • **Devising Skills:** Refining and structuring performance • **Rehearsal Skills:** Improving work through feedback • **Evaluation Skills:** Reflecting using drama vocabulary
	Has links to... (prior and future)	• English scheme of work and chosen play	• Prior Key stage 3 skills used (devising, improvisation, Physical theatre)	• Devising skills and practitioner knowledge • *An Inspector Calls* text understanding • Basic performance techniques • Component 2 scripted performance • Component 3 written exam (set text + live theatre) • Advanced performance interpretation and evaluation
	Cultural/contextual knowledge	• Post and pre war • Understanding the social, historical and political context of 1912 and 1945	• Understanding how theatre reflects social issues • Exploring themes relevant to modern audiences (e.g. identity, power, conflict)	• Continued understanding of *An Inspector Calls* context (1912 vs 1945) • Theatre styles and practitioner influence • Differences between theatre and screen industries

				• Understanding audience expectations in different performance forms
	Careers links	• Actor (stage, film, TV) • Director (theatre/film) • Screen acting and media production • Theatre technician (lighting, sound, set) • Transferable skills: communication, confidence, teamwork, creativity	• Actor / Performer • Director • Theatre-maker/deviser • Choreographer / movement director • Set, costume, lighting or sound designer • Transferable skills: communication, confidence, teamwork, creativity	• Actor (stage, film, TV) • Director (theatre/film) • Screen acting and media production • Theatre technician (lighting, sound, set) • Transferable skills: communication, confidence, teamwork, creativity
	Literacy elements	• Writing using PEEL • Using subject vocabulary confidently in responses • Referencing script, lines and stage directions effectively • Social Class, Status, Intention, Subtext, Characterization, Proxemics, Vocal Expression, Physicality, Ensemble, Dramatic Tension, Context, Vocal skills, Blocking, Themes, Set design, Costume, Lighting, Naturalism, Gesture, Atmosphere, Audience impact, Stage space.	• Writing the devising portfolio: Planning, describing and evaluating • Using **drama vocabulary** accurately • One lesson every two weeks dedicated to **portfolio updates**.	• Writing the devising portfolio: Planning, describing and evaluating • Using **drama vocabulary** accurately • Structuring evaluation responses clearly • Linking ideas to intention and audience impact • Speaking and listening through group discussion and performance

		Autumn term	Spring term	Summer term
Year 11	Unit of Work	Component 2: Performance from text 20%	Component 3: Live theatre Review & An Inspector calls	Component 3: Theatre makers in Practice Live Theatre and Exam Preparation
	Fertile Questions	How can practitioner techniques influence scripted performance?	How can we analyse a live theatre performance effectively? How do we apply knowledge of *An Inspector Calls* in the exam?	What do I need to include to achieve higher marks?
	Threshold Concepts / Key Knowledge	• **Scripts require interpretation** – there is no single correct performance • **Acting choices communicate meaning** (voice, movement, staging) • **Practitioners influence style and intention** • **Rehearsal and refinement improve performance quality** • **Text, context, and performance are interconnected**	• Study and analyse **live theatre performance (Section A)** • Revise **An Inspector Calls (Section B)** • Develop **written exam technique** • Practise and improve **exam responses** • Understand that **performance and design create meaning** • Recognise the need for **detailed observation in live theatre analysis**	• Prepare for the **final GCSE Drama exam** • **Feedback improves exam performance** • **Strong answers require structure and clear terminology** • **Practical understanding supports written responses** • **Performance, design, text, and context are linked** • **Evaluation requires evidence and justification**

			• Use **clear structure and drama terminology in exams** • Link **text, context, and performance**	

	Assessment	• Rehearsal performances and feedback
		• Practice performances of extracts
		• Exam-style written questions
		• **Component 2 Performance (final assessed performance)**
		• Mock exams (An Inspector Calls Section A)
			Practice exam questions
			Live theatre discussions and written responses
			Teacher and peer feedback
				• Final GCSE Drama Exam (Component 3):
				  ○ Section A: Live Theatre Review
				  ○ Section B: *An Inspector Calls*
				• Mock exam improvement tasks
				• Teacher and peer feedback

	Experiences/ Purposeful Fun	• Performing script extracts (duologues, monologues, group scenes) • Practical workshops using practitioner techniques	• Live theatre performance Trip • Attending or watching a **live theatre performance** • Group discussions analysing acting and design • Practical workshops exploring key moments	• DIRT tasks (improving answers using feedback) • Practical workshops revisiting key scenes • Group activities to test knowledge • Exam practice under timed conditions • Revision games and retrieval activities
	Skills	• **Performance Skills:** Interpreting and performing a scripted character • **Rehearsal Skills:** Refining performance through feedback • **Interpretation Skills:** Making justified creative choices • **Evaluation Skills:** Explaining performance decisions using drama vocabulary	• **Analysis Skills:** Evaluating acting and design in performance • **Exam Skills:** Structuring clear written responses • **Performance Understanding:** Linking practical work to written answers • **Evaluation Skills:** Justifying ideas using drama vocabulary	• **Exam Skills:** Writing structured, clear responses • **Analysis Skills:** Linking performance and design to meaning • **Practical Skills:** Using performance to support understanding • **Evaluation Skills:** Improving work using feedback
	Has links to... (prior and future)	• Devising skills and ensemble work • Practitioner techniques • Understanding of *An Inspector Calls* • Component 2 final performance assessment • Component 3 written exam • Further study in Drama/Performing Arts	• An Inspector Calls study • Devising (Component 1) • Scripted performance (Component 2) • Practitioner knowledge • A-Level Drama and Theatre/ Performing arts courses	• Mock exams and previous feedback • Live theatre analysis • *An Inspector Calls* revision • Final GCSE exam • A-Level Drama / further stud
	Cultural/contextual knowledge	• Context of *An Inspector Calls* (1912 vs 1945) • Understanding social class, gender, and responsibility • Theatre practitioners: • Stanislavski (naturalism and character motivation)	• Understanding audience expectations in **live theatre** • Applying context from *An Inspector Calls* (1912 vs 1945) • Awareness of staging styles and theatrical conventions	• Context of *An Inspector Calls* (1912 vs 1945) • Understanding of theatre performance and audience impact • Applying practitioner knowledge to exam answers

		• Brecht (audience awareness and message) • Frantic Assembly (physical theatre and ensemble)	• Understanding how design elements communicate meaning	
	Careers links	• Actor (theatre, TV, film) • Director • Theatre and film production roles • Designer (lighting, costume, set, sound) • Transferable skills: • Communication • Confidence • Teamwork • Problem-solving	• Theatre critic/reviewer • Actor or performer • Director • Theatre designer (lighting, set, costume, sound) • Arts journalist / commentator • Transferable skills: • Analysis • Communication • Critical thinking • Evaluation	• Actor / Performer • Theatre reviewer / critic • Director / designer • Transferable skills: • Reflection • Problem-solving • Communication
	Literacy elements	• Using drama vocabulary accurately • Analysing and explaining performance choices • Linking text, context, and performance in written answers • Verbal communication through rehearsal and performance	• Writing extended exam responses (PEEL) • Using drama vocabulary accurately • Analysing and evaluating performance • Structuring arguments clearly • Linking evidence to opinions effectively	• Structuring answers using PEE/PETAL • Using key drama vocabulary • Responding to command words (describe, explain, analyse, evaluate) • Improving written work through feedback