

Sexey's School [Drama] Curriculum Map

Sequenced Curriculum Key: **Dramatic Theory**, **Creating Original Work**, **Script Interpretation**, **Historical, Cultural & Social Issues**

Year: 7 To introduce students to the basic drama techniques & practical skills needed to create & sustain a role as well as the disciplines required in presenting work for an audience. Students analyse & interpret dramatic works, applying the devices identified within their own original presentations & become aware of the language of drama.

Topics and links	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Drama Skills: Mime, Still Image, Thought Track, Staging Theory & Evaluation <i>Introducing physical expression, skill acquisition & audience communication</i>	Drama Skills: Role Play, Impro, Choral Speaking <i>Developing Physical expression, skill acquisition, audience communication</i>	Drama Plays: Classic Exploration <i>Exploring storytelling & character motivation using strategies & devices</i>	Drama Plays: Modern Exploration <i>Script interpretation, developing spatial awareness & controlling audience focus</i>	Drama Style: Radio Plays <i>Creating a role; sequencing action; developing opinion</i>	Drama Theme <i>Developing character; consolidating technique; expressing opinion</i>
Co-curricular opportunities and Gatsby (careers) links	LX Designer Performer	Make-up Designer Performer	Costume Designer Performer	Set Designer Performer	Voice Artist Foley Artist Sound Designer	Properties Designer Performer
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	HRRECK	HRRECK	HRFRECK	HRRECK	HRRECK	HRRECK

SEXEY'S 7: Honesty: Self-reflection & Peer-evaluation of work, recognising achievement & identifying targets for improvement

Resilience: Responding positively & productively to staff & peer feedback; adapting working practices to work productively with different individuals & working groups

Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make; recognising the justification others make for their lifestyle choices in TIE; recognising characters rising above circumstance to forgive and move on in script study – EG: *Prospero forgiving his brother & Antonio, Hamlet forgiving his mother etc*

Respect: Listening proactively to alternate opinion; sharing ideas positively & compromising ideas for the good of the group work; providing evaluative comment in a productive manner

Empathy: supporting peers in groups; understanding character motivation in script work EG *Why Prospero creates the storm; Why Hamlet delays killing his uncle*; providing productive evaluative comment

Courage: to perform work in front of their peers spontaneously & after preparation; to practically explore new techniques & ideas; to listen to & take on board peer and staff evaluation

Kindness: Working with others, helping them to improve, providing solutions to peer problems

Sequenced Curriculum Key: Dramatic Theory, Creating Original Work, Script Interpretation, Historical, Cultural & Social Issues

Year: 8 To build on skills learnt in Yr7 & teach students how to create developed characters using involved presentation techniques. Students develop a practical knowledge of drama from different times through analysis of dramatic works from those periods & applying devices & dramatic terminology identified with their own original presentations.

Topics and links	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Developing Drama:  Mask & Impro <i>Developing character physicality; creating informative dialogue & audience interaction</i>	Developing Drama:  Characterisation & Skill Integration <i>Exploring structure, technique integration, sequencing & the creative response.</i>	Genre & Style:  Melodrama & Silent Movie <i>Creating & sustaining extreme characters; genre analysis; sequencing action</i>	Genre & Style:  Film & Theatre <i>Exploring Film & Theatre performance; style analysis; creating tension & building to a climax.</i>	Creating Script  <i>Endowing Dialogue; analysis of narrative structure; writing & designing for performance</i>	TIE  <i>Performing to inform & educate; style analysis; consolidate technique acquired</i>
Co-curricular opportunities and Gatsby (careers) links	Mask Designer Performer	Puppet Designer Puppet Master	Sound Designer Performer	Storyboard Artist Performer	Playwright Set Designer Costume Designer Performer	Theatre in Education Performer
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	HRRECK	HRRECK	HRRECK	HRRECK	HRRECK	HRFRECK

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Sequenced Curriculum Key: Dramatic Theory, Creating Original Work, Script Interpretation, Historical, Cultural & Social Issues

Year: 9 To extend & deepen prior learning whilst introducing students to acting technique & more advanced staging applications, thereby providing a link with KS4. Students analyse & interpret dramatic works as well as professional & amateur performances, applying devices & dramatic terminology identified within their own original presentations.

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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Stagecraft Stage Combat & Acting <i>Physical control & discipline; understanding theatre; audience manipulation</i>	Physical Theatre <i>Creative approaches; genre analysis; use of symbolism & creative physicality</i>	The Devising Process <i>Exploring stimuli; creating & developing drama; performing with impact</i>	Issue Drama <i>Exploring topical issues; finding a voice & communicating opinion</i>	Interpreting Modern Plays <i>Ensemble performance; stylistic approaches & script interpretation</i>	Interpreting Classic Plays <i>Character motivation; Script Interpretation; alternative ways to create original script</i>
Co-curricular opportunities and Gatsby (careers) links	Make-up Designer Make-up Artist Fight Co-ordinator Performer	LX Designer Performer	Sound Designer Performer	Prop Designer Performer	Playwright Set Designer Performer	Playwright Costume Designer Performer
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	HRRECK	HRRECK	HRRECK	HRRECK	HRRECK	HRFRECK

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