Litcham School Drama Curriculum Map

Knowledge	KS1 and 2	KS3	KS3	KS3	Knowledge	KS4	KS4	
Complementing English Language KS2/3 – Speaking and Listening	Year – Reception to year 6	Year 7	Year 8	Year 9	Preparing for GCSE Drama	Year 10	Year 11	
Mediums Elements Strategies Mediums Elements Strategies Mediums Elements Gesture	Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters Tell each other stories they have heard, or to visitors. Learn rhymes, poems and repeated refrains in stories. Use open-ended resources in imaginative play, pretending these are a range of objects in storytelling. Develop confidence to perform in front of a group (songs/story telling/poems) Visit real-life examples of drama e.g., pantomime. During personal, social and health education (PSHE/PATHS) sessions, children use role play to explore everyday situations and as a basis for discussion.	Focus: Developing skills **Autumn 1** Character and voice Describing Ozymandias Introducing Mime, gesture and movement. Introducing creating characterisation Knowing how to use freeze-frame and speech **Autumn 2** Victorian and modern- A Christmas Carol – Charles Dickens – How Drama pieces can be devised to show contrast Use visual and written stimuli Use developing skills in speech, mime, gesture and movement. Use developing skills in characterisation Introduce and know how to role play and hot seating. **Spring** – Horror Haunted House scenario/The Listeners – interview with a ghost Use speech, mime, gesture and movement Use characterisation skills Introduce soundscape and physical theatre **Summer**	Focus: Developing skills **Autumn 1** – short stories/modern fiction World and pre 20C Resources – Lamb to the Slaughter/ Hey You Down There. Using speech, mime, movement and gesture Using characterisation Introducing Forum Theatre **Autumn 2** Gothic genre – using texts as stimuli – Frankenstein/Dracula Use mime, gesture, speech and movement to create a scene Use characterisation Explore the role of the narrator in a drama – soundscape **Spring** – Writing with a purpose – Argument/Travel Writing – Resources – texts, brochures, images. Using a blog as a dramatic stimulus Use mime, speech, gesture and movement Use characterisation skills Use Freezeframe **Summer**	Focus: Developing skills Autumn 1 – Power of the spoken word –Writing and performing speeches. Resources: I have a dream speech/Henry V St. Crispin's Day speech Using voice and gesture Knowing how to write and deliver an effective speech Autumn 2 Modern Novel-Of Mice and Men Exploring a text and documentary images as a dramatic stimulus Use mime, gesture, voice and movement to create a court scene Use characterisation to create characters from the book-empathetic role play Given circumstances (court scene) Spring 1 Conflict – modern and ww1 poetry/Non-fiction writing from the period. Using anthology poems as a dramatic stimuli-War Photographer Use mime, speech, gesture and movement Use characterisation skills Introduce levels and use of space. Use gesture, mime, physical theatre and voice		Focus: Developing and consolidating skills for success at GCSE and widening subject knowledge **Autumn 1** Preparation for Component 1 – Devising. Rehearsing and creating group and solo pieces in response to stimuli such as: textual, visual, aural and abstract. Knowing, using and developing skills introduced in KS3 such as voice, physicality, vocal and physical skills, characterisation, characterisation, communication with other performers and the audience, understanding style, genre and theatrical conventions Introduction to text studied in Component 2 – Performance text- Too Much Punch For Judy – Mark Wheeler - consolidating skills used in above-consolidating understanding of genre. A series of lessons focusing on whole class exploration, small group improvisation, freeze frames, hot seating, soundscapes, physical and forum theatre. **PSE –issues concerning alcohol abuse** **Autumn 2 – Spring Component 2** Devised piece – students create their own piece choosing from a series of stimuli. Keep a journal of notes based on their learning in the lesson. Rehearse piece in order to be filmed for exam. Know how to write portfolio for written part of	Focus: Developing and consolidating skills for success at GCSE and widening subject knowledge **Autumn 1** Preparation for mock exam for component 3 Know how to answer exam questions for **DNA**. Look at exemplars. Revisit Performance text in preparation for visiting examiner: Too Much Punch For Judy – Learn lines, create character, use a variety of skills to perform scenes in front of the examiner, in either monologue, duologue or group situations. Explore and learn artistic intent. **Autumn 2** Theatre visit – practice of writing answers to the live theatre questions in the exam- skills to consolidate include set design, lighting and sound. Visiting examiner to visit and mark performances for Component 2 **Spring** **Component 3 – Theatre makers in practice** Practise of questions relating to component 3. Looking at differentiated exemplars. Know how to answer questions to achieve target grade. **Spring 2 – Exam-Component 3 – Theatre Makers in practice.**	

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Mediums Elements Strategies		Adventure Fiction Resources: spyfile/oral work-extracts Stormbreaker or Treasure Island – film trailers Create a film trailer Use speech, mime, gesture and movement Use characterisation Introduce narration and use role play and physical theatre. **Summer**: Modern Novel Resources: Skellig – costume design-photos and film Create a scene from a given scenario with costume design	Powerful poetry Resources – examples of performance poetry of John Agard- Explore a poem as a dramatic stimulus Use voice, gesture, movement Use characterisation Use role play and physical theatre **Summer** Modern novel: Woman in Black Book and play as stimulus studying a play text	Summer Pre 20th Centruy Lit canon. – Short stories – A Study in Scarlet- Hound of the Baskervilles/Tell Tale Heart -using a text as a stimulus to explore setting as character. Use mime, voice, gesture and movement Use characterisation Introduce basic lighting techniques-soundscape and physical theatre Summer – Visions of the future War of the Worlds – create a radio programme		component via exemplars and practice. Pupils write portfolio. **RS and PSE - Images which reflect diversity of culture and religion** **Summer** **Introduce Component 3 Theatre makers in practice.** **Text – DNA** Explore plot, characters, themes and ideas. Use skills to explore work in regards to the function of actor, director, set and lighting design.**PSE - Issues relating to dangers of disenfranchised youth and gang culture.**	
Mediums Elements Strategies		**Use speech, mime, gesture and movement** **Using characterisation** **Role play, introduce given circumstances. Use physical theatre and design costumes on paper/computer**	Use speech, mime, gesture and movement and props Use characterisation Use soundscape, role play	Use speech, props and sound effects Use characterisation Introduce cross cutting-use narration, role play. Introduce the rules of scriptwriting for radio.			
Mediums Elements Strategies		**Summe**r 2: What is a poem? Stimuli – the Poison Tree – discuss depiction of feelings Create a scene/s from the poem Use mime, gesture and movement Use Characterisation Adapt given circumstances – use freezeframe and any other of the strategies used during the year.	**Summer 2**: I am a survivor Stimuli – The Tempest-Life of Pi Using a text as a dramatic stimulus Use mime, gesture, voice and movement Use characterisation (know how to perform Ariel and Caliban)	Summer 2: Macbeth The supernatural- The three witches. Act 1, scene 1 and 3 for stimuli Use mime, gesture, voice and movement Use characterisation to create characters from the play Use of soundscape, costume, setting, role play, script			

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			Use of sound/soundscape – introduce the use of setting- Costume design	interpretation. Introduce/Know how to apply iambic pentameter and trochaic rhythm when speaking the lines				