

## NKS Drama Curriculum Map 2021



### The purpose of studying Drama at NKS is...

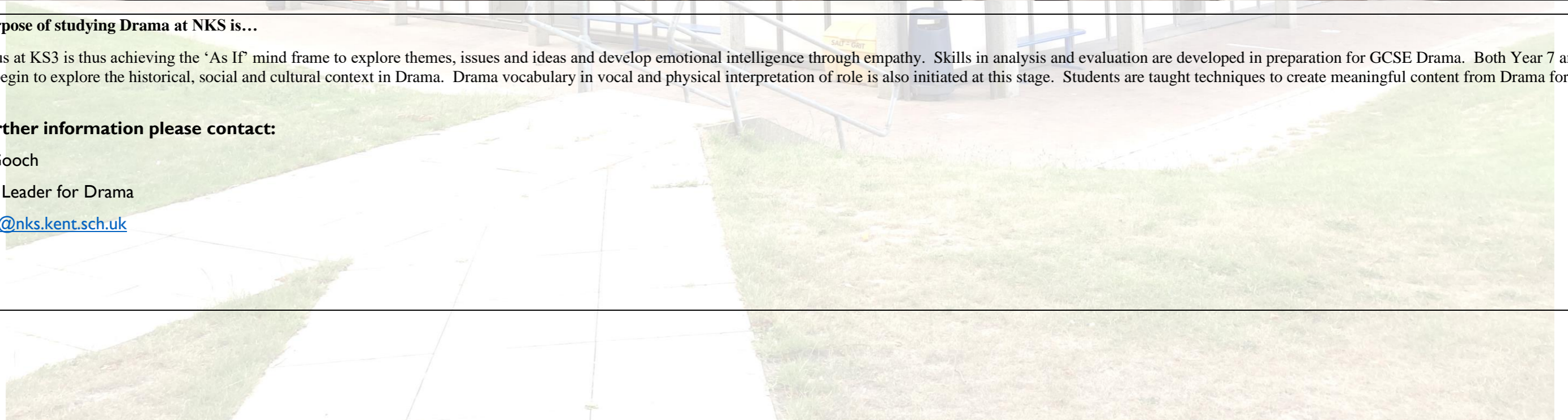
The focus at KS3 is thus achieving the 'As If' mind frame to explore themes, issues and ideas and develop emotional intelligence through empathy. Skills in analysis and evaluation are developed in preparation for GCSE Drama. Both Year 7 and Year 8 begin to explore the historical, social and cultural context in Drama. Drama vocabulary in vocal and physical interpretation of role is also initiated at this stage. Students are taught techniques to create meaningful content from Drama form.

### For further information please contact:

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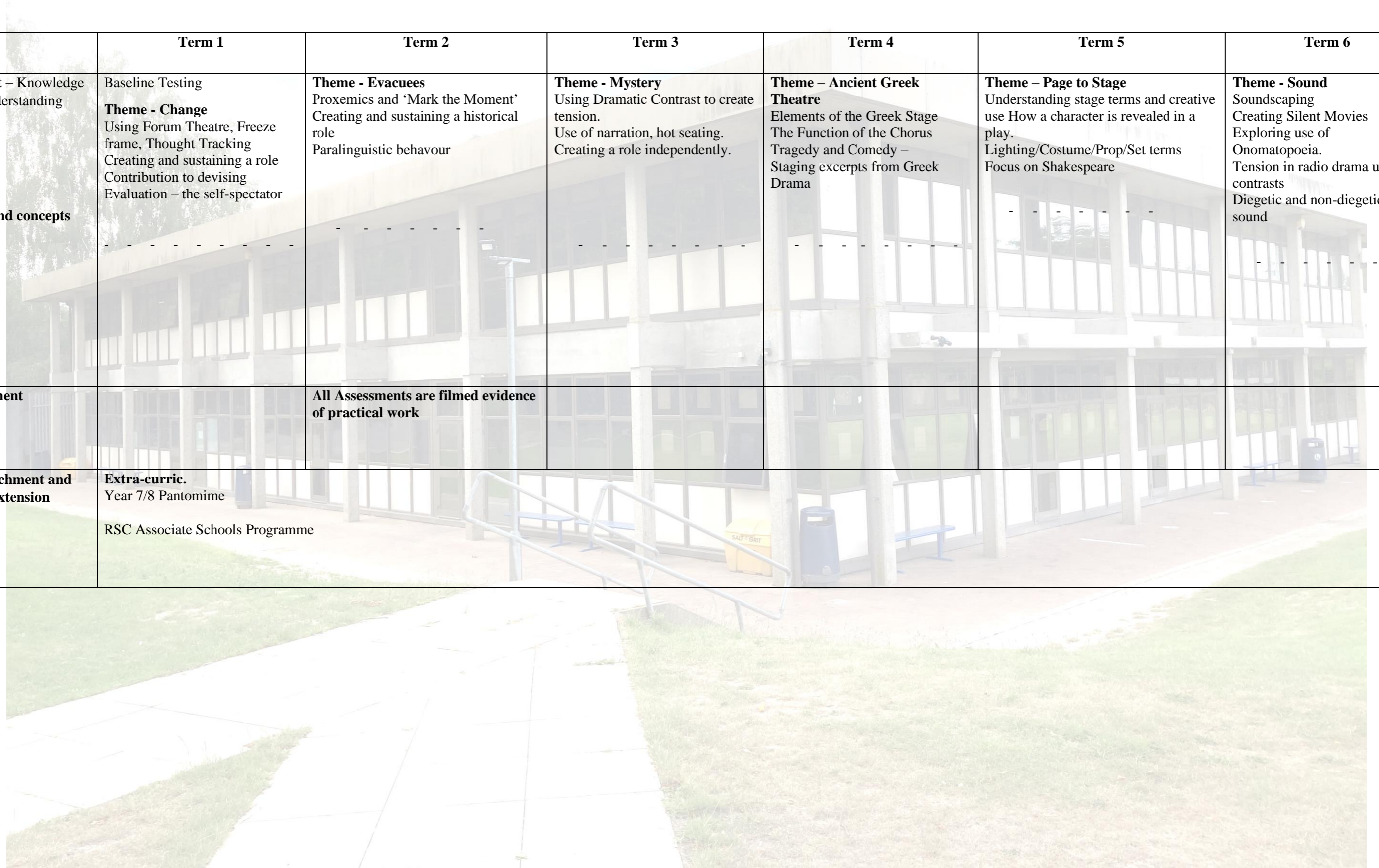
# Year 7

**Prior to joining NKS students will have studied...**

Students usually arrive at the school with no formal classroom Drama experience

**Our curriculum builds on and extends this by...** Introducing students to the ‘as if’ mindset of effective role work. In addition students are introduced different forms and genres of Drama.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Content</b> – Knowledge and Understanding</p> <p><b>Skills and concepts</b></p>	<p>Baseline Testing</p> <p><b>Theme - Change</b> Using Forum Theatre, Freeze frame, Thought Tracking Creating and sustaining a role Contribution to devising Evaluation – the self-spectator</p>	<p><b>Theme - Evacuees</b> Proxemics and ‘Mark the Moment’ Creating and sustaining a historical role Paralinguistic behaviour</p>	<p><b>Theme - Mystery</b> Using Dramatic Contrast to create tension. Use of narration, hot seating. Creating a role independently.</p>	<p><b>Theme – Ancient Greek Theatre</b> Elements of the Greek Stage The Function of the Chorus Tragedy and Comedy – Staging excerpts from Greek Drama</p>	<p><b>Theme – Page to Stage</b> Understanding stage terms and creative use How a character is revealed in a play. Lighting/Costume/Prop/Set terms Focus on Shakespeare</p>	<p><b>Theme - Sound</b> Soundscaping Creating Silent Movies Exploring use of Onomatopoeia. Tension in radio drama using contrasts Diegetic and non-diegetic sound</p>
<b>Assessment</b>		<b>All Assessments are filmed evidence of practical work</b>				
<b>Enrichment and extension</b>	<p><b>Extra-curric.</b> Year 7/8 Pantomime</p> <p>RSC Associate Schools Programme</p>					



# NKS Drama Curriculum Map 2021

## Year 8

Our Y8 curriculum builds on and extends the work done in Y7 by... e.g. Units are sequenced to encourage/allow students to explore more challenging roles from history and to explore the history of theatre in greater depth.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<b>Theme - Disaster</b> Use of appropriate language registers and non-verbal communication Building action to a climax Appropriate reaction in role	<b>Theme - The Identification</b> Using text as a stimulus for Drama Using cross cutting to investigate a character's past Creative use of space and levels	<b>Theme - The Titanic</b> Symbolic use of proxemics, Non naturalistic drama conventions (e.g. essence machine) Sustaining a role in whole group drama	<b>Theme - History of Theatre - Medieval Drama</b> Understanding of staging Symbolic use of freeze frames Applying allegory and personification to modern scenario	<b>Theme - History of Theatre – Shakespeare</b> Shakespeare - Prologue from Romeo and Juliet Staging the Opening scene from Romeo and Juliet How to deliver the Prince's speech. Acting iambic pentameter	<b>Theme - Playwriting</b> Differentiating dialogue Show don't tell - leading with action Two touch dialogue Screenwriting
<b>Skills and concepts</b>						
<b>Assessment</b>	<b>All Assessments are filmed evidence of practical work</b>					
<b>Enrichment and extension</b>	<b>Extra-curric.</b> Year 7/8 Pantomime  RSC Associate Schools Programme					



# NKS Drama Curriculum Map 2021

## Year 9

**Our Y9 curriculum builds on and extends the work done in Y8 by extending their knowledge and understanding of Drama in performance.**

A spiral curriculum operates at KS4 as students revisit and deepen their understanding of the content in Component 1 (Devising), Component 2 (Interpretation of Text in Performance) and Component 3 (The Written Exam). Evaluative and Analytical skills are further honed in Years 10 and 11 in preparation for the Portfolio in Component 1 and Section B of the Written Exam (Evaluation of Live Theatre). Students are encouraged to participate fully in extra-curricular Drama and Theatre visits and workshops are arranged throughout the year to give students a broader understanding of theatre in performance.

**It prepares students for the GCSE programme by introducing students to two of the key components, making up 80% of the final mark. Students develop evaluative and analytic skills to both practical and written aspects of the course, including their responses to live theatre. The students also gain valuable performing/designing experience at this early stage in the course.**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<b>Theatre Elements – Component 1 and 3</b> Acting Styles of Theatre Physical Paralinguistics, Levels, Proxemics – 9 grids of stage Vocal - Intonation, pace, pitch, pause, volume, inflection, accent Directing – Interpretation, rehearsal techniques Design Lighting – Lanterns, direction, state, Sound – Diegetic, non-diegetic, contrapuntal, parallel. Set – Composite, Abstract, Symbolic, Epic Costume – Colour, Shape, Texture, Context, Personality/Props – Purpose, types.	<b>Component 1 – Devising</b> Choral Techniques Devising Practitioners Physical Theatre Devising from Stimulus Approaches to Devising – Generational/Funnel Structure Aristotelian and Epic Theatre Structure Group devising Projects – Highly structured.	<b>Component 1 – Devising</b> Rehearsal of Devised Projects Writing Portfolio – Sessions on writing in supported first person. How to evaluate and analyse work	<b>Component 3 – Study of Set Text</b> Exploration of DNA through workshops and rehearsals focussing on <ul style="list-style-type: none"> <li>• Characters</li> <li>• Plot</li> <li>• Themes</li> <li>• Context</li> <li>• Weekly exam questions</li> </ul> Practical Application of; <ul style="list-style-type: none"> <li>• Directing</li> <li>• Set</li> <li>• Costume</li> <li>• Lighting</li> <li>• Sound</li> </ul> In achieving interpretation of the play	<b>Component 3 – Study of Set Text/Live Theatre Evaluation</b>  Practical Application of; <ul style="list-style-type: none"> <li>• Directing</li> <li>• Set</li> <li>• Costume</li> <li>• Lighting</li> <li>• Sound</li> </ul> In achieving interpretation of the play  Writing an Evaluation of Live Theatre Selection of Stage Moments How to analyse and evaluate; <ul style="list-style-type: none"> <li>• Directing</li> <li>• Set</li> <li>• Costume</li> <li>• Lighting</li> <li>• Sound</li> <li>• Acting</li> </ul>	<b>Component 2 – Extracts from a Play</b> <ul style="list-style-type: none"> <li>• Acting two extracts from a choice of plays</li> <li>• Designing for these extracts</li> <li>• Interpretation of role</li> <li>• Communication of genre and style</li> </ul>
<b>Skills and concepts</b>	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
<b>Assessment</b>	<b>Assessment – Vocabulary</b>		<b>Assessment of Performance and Portfolios</b>	<b>Assessment – Exam Questions from Past Papers</b>	<b>Assessment – Mock Exam - Past Paper – Section A and B</b>	<b>Assessment – Performance/Design Realisation of 2 Extracts</b>
<b>Enrichment and extension</b>	9 GCSE Extra-curric. * Theatre Visits Workshops Rehearsals Performances					

# NKS Drama Curriculum Map 2021

## Year 10

Our Y10 curriculum builds on and extends the work done in Y9 by revisiting the Components in greater depth. In Component 1 students are introduced theatre practitioners and use their techniques in a devised performance. In Year 10 students also prepare for the Component 2 external performance as actor or designer. For Component 3, students work more intensively on the set text and learn about theatre design elements in greater depth and detail. There are several visits to theatre productions to develop their evaluative and analytical responses to live performance.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<p><b>Theatre Elements - Component 1 and 3</b> Acting Mime Chorus Mask Advanced paralinguistics – Creating character from mannerisms Movement in space - Laban Vocal/Choral vocal techniques Directing Approaches to devising Exploration of theories and techniques of Bertolt Brecht</p> <p>Lighting - Revision of Lanterns, Sound – Diegetic, non-diegetic, contrapuntal, parallel. devising scene Set – Composite, Abstract, Symbolic, Epic – Costume – Colour, Shape, Texture, Context, Personality – Props – Purpose, types – role in devising scene/character</p>	<p><b>Component 1 Devising Project (Final Exam Piece)</b> Presentation and exploration of Stimuli Teacher directed tasks in early stages of devising Generational stage – students create body of material for project</p> <p><b>Assessment of Portfolio Entries</b></p>	<p><b>Component 3 – Study of Set Text</b> Revisions of DNA through workshops and rehearsals focussing on</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Plot</li> <li>• Themes</li> <li>• Context</li> </ul> <p>Practical Application of;</p> <ul style="list-style-type: none"> <li>• Directing</li> <li>• Set</li> <li>• Costume</li> <li>• Lighting</li> <li>• Sound</li> </ul> <p>In achieving interpretation of the play. Students create detailed designs in all the above elements for a production of the play</p> <p>Writing an Evaluation of Live Theatre Selection of Stage Moments How to analyse and evaluate;</p> <ul style="list-style-type: none"> <li>• Directing</li> <li>• Set</li> <li>• Costume</li> <li>• Lighting</li> <li>• Sound</li> <li>• Acting</li> </ul>	<p><b>Component 1 – Devising Project (Final Exam Piece)</b> Funnel Stage – Students edit and structure generated material</p> <p>Video feedback to groups</p> <p>Trial performances</p> <p>Performance at end of term (10%)</p>	<p><b>Component 1 – Devising Project (Final Exam Piece)</b> Controlled Performance Portfolio (30%)</p> <p><b>Component 2 – Extracts from a Play</b></p> <ul style="list-style-type: none"> <li>• Acting two extracts from a choice of plays</li> <li>• Designing for these extracts</li> <li>• Interpretation of role</li> <li>• Communication of genre and style</li> </ul>	<p><b>Component 2 – Extracts from a Play</b></p> <ul style="list-style-type: none"> <li>• Acting two extracts from a choice of plays</li> <li>• Designing for these extracts</li> <li>• Interpretation of role</li> <li>• Communication of genre and style</li> </ul> <p>Performance of Extracts towards end of term</p>
<b>Skills and concepts</b>						
<b>Assessment</b>	<b>Assessment - Revision of Vocabulary</b>		<b>Mock Exam and one to one feedback to students after the exam</b>			
<b>Enrichment and extension</b>	Extra-curric. * Theatre Visits, Workshops, Rehearsals, Performances					

# NKS Drama Curriculum Map 2021

## Year 11

Our Y11 curriculum builds on and extends the work done in Y10 by using the idea of Spiral Curriculum to build and extend Components 2 and 3 studied in Year 10. The central focus is on Component Two which is performed in Term 3 to allow an extended period of time to prepare for the Component 3 Exam in May. Students are exposed to a wide range of styles and genres of theatre in approaching Component Two. Extensive work on the context of the play and creating designs for the play studied for Section A, along with approaches to composing notes about live theatre help students prepare for Component 3.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<p><b>Component 3 – Study of Set Text/Live Theatre Evaluation</b> Revisions of DNA through workshops and rehearsals focussing on</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Plot</li> <li>• Themes</li> <li>• Context</li> </ul> <p>Practical Application of;</p> <ul style="list-style-type: none"> <li>• Directing</li> <li>• Set</li> <li>• Costume</li> <li>• Lighting</li> <li>• Sound</li> </ul> <p>Writing an Evaluation of Live Theatre Selection of Stage Moments How to analyse and evaluate;</p> <ul style="list-style-type: none"> <li>• Directing</li> <li>• Set</li> <li>• Costume</li> <li>• Lighting</li> <li>• Sound</li> <li>• Acting</li> </ul>	<p><b>Component 3 – Study of Set Text/Live Theatre Evaluation</b></p> <p>PPE Exam period</p> <p>PPE review</p> <p><b>Component 2 – Extracts from a Play</b></p> <ul style="list-style-type: none"> <li>• Acting two extracts from a choice of plays</li> <li>• Designing for these extracts</li> <li>• Interpretation of role</li> <li>• Communication of genre and style</li> </ul>	<p><b>Component 2 – Extracts from a Play</b></p> <p>Weekly performances of extracts to invited audiences to develop Component 2 Pieces</p> <p>Controlled Assessment – Written justification of their interpretation of the extracts.</p> <p>Performance of Extracts towards end of term to external examiner</p>	<p>Component 3 – Study of Set Text/Live Theatre Evaluation</p> <p>Past paper exam practice – Examine exemplars in Section A and B</p> <p>Revision of vocabulary in Acting and Design</p>	<p>Component 3 – Study of Set Text/Live Theatre Evaluation</p> <p>Final examination preparation (Exams in wk 4)</p>	N/A
<b>Skills and concepts</b>	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
<b>Assessment</b>	<b>Mock Exam and one to one feedback to students after the exam</b>					
<b>Enrichment and extension</b>	Extra-curric. * Theatre Visits, Workshops, Rehearsals, Performances					

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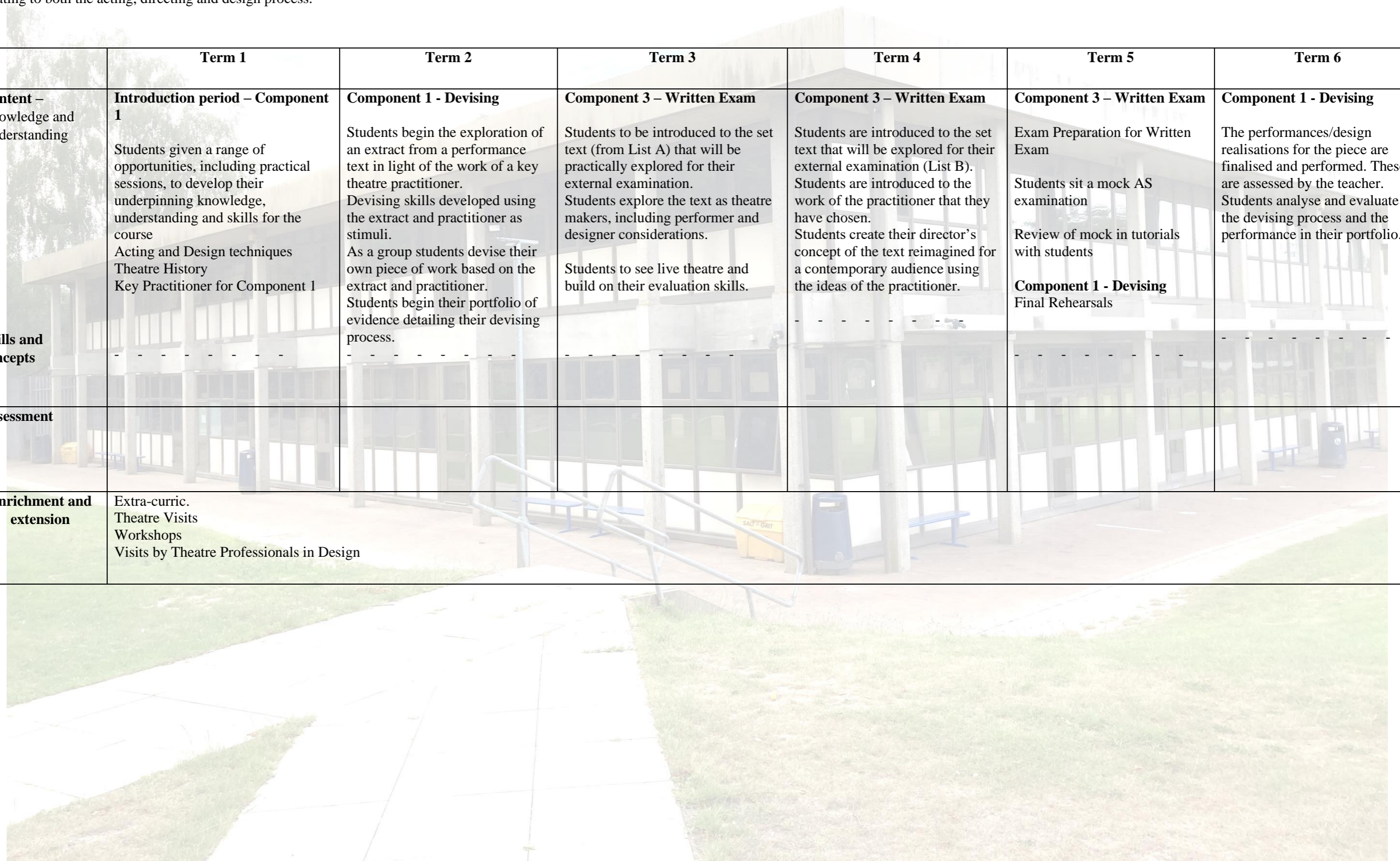
## Year 12

Prior to commencing A Level students will have studied a GCSE Drama course.

An understanding of students' starting points is achieved by early workshops on acting, directing and design.

Our Y12 curriculum builds on and extends by following the same structure as the GCSE Drama Course. A similar spiral structure is applied so students prepare Devised Theatre material for Component 1, extracts from 2 plays for Component 2 and study two further texts for the Component 3 written exam in Year 12. All final assessment takes place using this material in Year 13. Students are expected to know and be able to apply a sophisticated range of terms relating to both the acting, directing and design process.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<b>Introduction period – Component 1</b> Students given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course Acting and Design techniques Theatre History Key Practitioner for Component 1	<b>Component 1 - Devising</b> Students begin the exploration of an extract from a performance text in light of the work of a key theatre practitioner. Devising skills developed using the extract and practitioner as stimuli. As a group students devise their own piece of work based on the extract and practitioner. Students begin their portfolio of evidence detailing their devising process.	<b>Component 3 – Written Exam</b> Students to be introduced to the set text (from List A) that will be practically explored for their external examination. Students explore the text as theatre makers, including performer and designer considerations.  Students to see live theatre and build on their evaluation skills.	<b>Component 3 – Written Exam</b> Students are introduced to the set text that will be explored for their external examination (List B). Students are introduced to the work of the practitioner that they have chosen. Students create their director's concept of the text reimagined for a contemporary audience using the ideas of the practitioner.	<b>Component 3 – Written Exam</b> Exam Preparation for Written Exam  Students sit a mock AS examination  Review of mock in tutorials with students  <b>Component 1 - Devising</b> Final Rehearsals	<b>Component 1 - Devising</b> The performances/design realisations for the piece are finalised and performed. These are assessed by the teacher. Students analyse and evaluate the devising process and the performance in their portfolio.
<b>Skills and concepts</b>	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
<b>Assessment</b>						
<b>Enrichment and extension</b>	Extra-curric. Theatre Visits Workshops Visits by Theatre Professionals in Design					



# NKS Drama Curriculum Map 2021

## Year 13

Our Y13 curriculum builds on and extends the work done in Y12 by giving students greater experience of how to write for Component 3 – structuring and meeting the content required in the written papers. An additional practitioner is studied and students are exposed to a wide range of live theatre to broaden their appreciation for the way a text can be interpreted in performance. This also assists students with their performance/design for Component 2 where students perform/design for 2 extracts from contrasting plays.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<p><b>Component 3 – Live Theatre Evaluation</b></p> <p><b>Component 2 – Performance of Extracts</b></p> <p>Students see more live theatre and further build on their evaluation skills.</p> <p>Students select a performance text and develop a monologue/ duologue performance or design for an extract from it.</p>	<p><b>Component 2 – Performance of Extracts</b></p> <p>Students select a performance text and develop a group performance or design for an extract from it</p> <p>Exam Preparation for PPE exams</p>	<p><b>Component 3 – Written Exam</b></p> <p>PPE Exams</p> <p>PPE Exam review 1 to 1</p> <p><b>Component 2 – Performance of Extracts</b></p> <p>The monologue /duologue performances/design realisations are also performed. These are assessed by a visiting examiner.</p> <p>The group extracts performances/design realisations are finalised and performed. These are assessed by a visiting examiner.</p>	<p><b>Component 3 – Written Exam</b></p> <p>Students revise the two set texts they have explored over the course.</p> <p>Students prepare their live theatre evaluation notes.</p> <p>Internally assessed work is prepared for moderation.</p>	<p><b>Component 3 – Written Exam</b></p> <p>Past Paper Exam Practice</p> <p>Students sit the external examination in May/June.</p>	N/A
<b>Skills and concepts</b>						
<b>Assessment</b>						
<b>Enrichment and extension</b>	<p>Extra-curric. Theatre Visits Workshops Visits by Theatre Professionals in Design</p>					