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| **R**  **Real World**  **E**  **Engaging & Enriching**  **S**  **Skills for Life**  **I**  **Inclusive**  **L**  **Leadership**  **I**  **Independence**  **E**  **Encourages Reflection**  **N**  **Next Steps**  **C**  **Challenge**  **E**  **Ethics & Empathy** | KS2 National Curriculum | Unit | 7 | 8 | 9 | 10 | 11 | Next Steps |
| All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. | 1 | **Introduction to Drama skills and techniques** | **Developing skills and techniques in Drama** | **Applying skills and techniques in Drama** | **Introduction to Professional Works** | **Component 2** Developing Skills and Techniques in the Performing Arts | **KS5:**   * Investigating Practitioners’ Work * Developing Skills and Techniques for Live Performance * Group Performance Workshop * Performing Arts in the Community * Individual Performance Commission * Final Live Performance to an Audience * Employment Opportunities in the Performing Arts   **Careers:**   * Performer * Film, TV & Media * Theatre * Radio/podcasting * Writer * Education * Community * Production * Social Media * Journalism * Drama therapist * Communications |
| 2 | **Pantomime** | **Morality Drama** | **Character Development** | **Introduction to Professional Works** |
| 3 | **Script:** Working from Page to Stage | **Page to Stage-** Hairspray | **Page to Stage-** ‘Curious Incident of the Dog in the Nighttime’ | **Component 1** Exploring the Performing Arts | **Component 3** Responding to a Brief |
| 4 | **Performance Poetry** | **Memory Recall-** Choral speaking | **Theatre in Education & Verbatim Theatre** |
| 5 | **Monologues** | **Prologues** | **Working from a stimulus –**  E-safety | **Component 2** Developing Skills and Techniques in the Performing Arts |
| 6 | **Introduction to Devising –** The rehearsal process | **Developing Devising –** The performance processes | **Applying Devising –** The production process | **Alumni projects** |

**Logo

Description automatically generatedDrama Curriculum Map**

**Subject Intent:** To establish high expectations in drama, developing professional conduct. Establishing accurate baseline for Year 7 students. To introduce and develop students’ knowledge of drama skills and techniques. To develop appropriate use of drama language and build resilience, teamwork, confidence, and leadership. To introduce different Drama styles and genres which link to professional plays/texts. To develop an appreciation for drama performance building mutual respect, links with the professional industry. Exploring drama improvisation, rehearsal techniques which build to performances.