

Drama

Curriculum Map

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| <p>Year 7</p> <p>Introduction to group work & co-operation activities</p> <p>Devising work 'Ships'</p> <p>First scripted piece 'Me, myself and you'</p> <p>Devising work 'Haunted'</p> <p>Scripted piece 'The Ice Palace'</p> <p>Showcase</p> | <p>Year 8</p> <p>Scripted piece 'Black out'</p> <p>Devising work 'Chair Duets'</p> <p>Scripted '7 Jewish Children'/love & info.</p> <p>Devised 'The Argument'</p> <p>Scripted piece 'Every Brilliant Thing'/'Metamorphosis'</p> <p>Showcase</p> | |
| <p>Year 9</p> <p>Introduction to course</p> <p>Exploration and Devising</p> <p>Practitioner Study 1 (Brecht)</p> <p>Practitioner Study 2 (Berkoff)</p> <p>The Trial</p> <p>Devising from stimulus</p> <p>Practitioner Study 3 Physical Theatre (Frantic Assembly/ DV8) techniques</p> <p>Controlled Assessment of Performance</p> <p>Introduction to Set Text Study</p> | <p>Year 10</p> <p>Skills & initial Devising</p> <p>Practitioner Study 4 'Stanislavski'</p> <p>Recap of other practitioners</p> <p>Release of Eduqas stimulus material for GCSE</p> <p>Practical devising of Component 1</p> <p>Practical devising Commences.</p> <p>Devising of GCSE Component 1, practical devising continues & rehearsal</p> <p>Devising of GCSE Component 1, practical devising continues & performance & evaluation</p> <p>Set Text Study through practical and written exploration</p> <p>Live Theatre study where possible.</p> | <p>Year 11</p> <p>Component 2 script choices</p> <p>Set text Study through practical and written exploration and practice</p> <p>Practical Component 2 Group Sets</p> <p>Mock examinations</p> <p>Live Theatre study</p> <p>Performance artistic form – written</p> <p>Component 2 Examination</p> <p>Written paper preparation</p> <p>Final written examination</p> |
| <p>Year 12</p> <p>Overview, practitioner and technique workshops</p> <p>Set Text 1 study</p> <p>Component 1 — Devising and rehearsals</p> <p>Initial set text 3 Exploration</p> <p>Performance and evaluations of Component 1</p> <p>Creative log</p> <p>Begin preparation of Component 2</p> | <p>Year 13</p> <p>Recap of set text 1</p> <p>Study of set text 2</p> <p>Component 2 — preparation, devising and rehearsals</p> <p>Component 2 Examination (Performance) and Evaluation</p> <p>Set text 3 extract released: Focused study</p> <p>Recap all set texts and written examination preparation</p> <p>Final written examination</p> | |



Dance Curriculum Map

Year 9/10

Developing in depth through the two years (starting from Year 9)

Emancipation of Expressionism by Kendrick H2O Sandy (A)
Y9 Introduction to/
y10 Reintroduction to ASDR (C)
Developing technique and physical skills (P)

Artificial Things by Lucy Bennett (A)
Motif and Choreographic terms (C)

Technique and broadening vocabulary (P)

Shadows by Christopher Bruce (A)
Research and Improve to respond to a stimulus (C)
Improving technique and vocabulary (P)

A Linha Curva by Itzik Galili (A)
Spatial design in choreography (C)
Exploration of various dance styles (P)

Infra by Wayne McGregor (A)
Choreographic approaches (C)
Y9 Introduce movement from / y10 Introduction to set phrases; Breathe and Shift and fully learn Breathe(P)

Within Her Eyes by James Cousins (A)
Choreographic process ©
Y9 Contact work /
Y10 Contact work and fully learn Shift (P)

Year 11

Comparing Artificial Things and Emancipation of Expressionism (A)

ASDR Analysis (C)
Assessment 1 Start: Solo Set
Phrase Performance (P)

Comparing Shadows and A Linha Curva (A)

Assessment 3 Start:
Choreography - Choreographic intent development (C)
Assessment 2 Start: Duet/Trio
Performance (P)

Comparing Infra and Within Her Eyes (A)

Assessment 3: Choreography (C)
Assessment 2: Duet/Trio
Performance (P)

Revisiting Professional Works (A)

Reflecting on own choreography for Component 2: Appreciation Examination (C)

Reflecting on own performance for Component 2: Appreciation Examination (P)

Component 2: Appreciation Examination

Year 12/13

History of dance in Britain
Compulsory set work: Rooster – Christopher Bruce
Review of physical and technical skills

Compulsory area of study: Rambert - Christopher Bruce
Review of interpretative and performance skills and solo performance
Group choreography research and exploration

Compulsory area of study: Rambert – context, artistic directors and named practitioners
Preparation and rehearsal of quartet performance
Group choreography development

Optional work and area of Study: Sutra – Sidi Larbi Cherkaoui / Independent contemporary dance scene in Britain
Year 13 - Component 1: Visiting Examiner Practical Assessment

Optional Area of Study: Independent contemporary dance scene in Britain – context and named Practitioners
Year 13 - Theory examination

Year 12 – Optional area of study: Independent Contemporary Dance Scene in Britain (ICDSIB)
Development of solo performance



Drama & Dance

Assessment Guidance

A fundamental pedagogy of working practically in Dance and Drama is the constant reflective and creative dialogue. This occurs in every lesson. Verbal feedback and actions are followed by response through dedicated improvement and reflection time. Asking questions encourages students to communicate and express ideas, to think, to question and to make connections.

Students are monitored in every lesson through teacher observation and interaction, to gauge which students are having their own ideas and helping others shape theirs. Feedback between the teacher and students is on-going throughout the lessons. Teacher assessment focus will be on how well members of the group are working together to realise Dance and Drama and illustrate the student's developing understanding of, for example, structure, characterisation, genre and technology. This kind of monitoring shows how students are experimenting with the form to communicate characters and meaning. In addition, passion, soul and spirit are recognised, qualities that lie at the heart of good performance.

Students are trained into the 'What Went Well / Even Better If' form of feedback and encouraged to reflect on and develop into the next pieces of work. The teacher will then give individual feedback and targets verbally, whilst recording their own observations for the module assessments. For GCSE and A level, performances will be marked in line with the examination board criteria, set and marked, with annotations and comments given on each assignment at GCSE. These will take the form of portfolio preparations and Examination style questions. GCSE and A level practice examination questions and mock papers are teacher marked and reviewed with the class.

