CURRICULUM MAP - DRAMA

We are passionate advocates for the life-changing nature of the Arts.

Through our Curriculum and Enrichment offer, we seek to:

- Support young people in becoming **creative, confident and knowledgeable learners** as part of their local and global communities
- Ensure that young people become **aspirational learners** by engaging in a **rich, diverse and inclusive** curriculum
- Develop students who outwardly show an **appreciation of the Arts** through both engagement in curriculum and enrichment opportunities

We strive to achieve this through a rigorous application of:

Knowing more, remembering more, creating more

Note: Due to ongoing site maintenance, the KS3 Curriculum for Terms 2 and 5 have been swapped for the academic year 26/27

YEAR 7: TRANSITION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	World Stories: Sharing Heritage Tales	**Play Text: Shakespeare**	**Play Text: 'Frankenstein'**	**Theatrical Forms: Didactic Theatre**	**Live Theatre: NT Collection 'Treasure Island'**	**Expressive Arts Revue**
	What are the key components to telling a powerful story?	**How might traditional performance practice help me to shape a performance for a modern audience?**	**How can we think like a director to creatively stage a story?**	**In what ways can theatre give a 'voice to the voiceless'?**	**'The story of Treasure Island was brought alive for a modern audience.' Discuss.**	**How do we bring together our experiences of drama and theatre to create a performance for others?**

Key Knowledge	Heritage stories: Anansi Spider Jabu and the Lion Lech, Czech and Rus Baba Dochia	Shakespeare's 'A Midsummer Night's Dream' Commedia dell Arte Iambic pentameter	Phillip Pullman's 'Frankenstein' Staging types Use of the theatrical space	Cathartic vs didactic Boal Brecht Verbatim The Paper Birds Cardboard Citizens	National Theatre's 'Treasure Island' Technical and design elements	Drama Skills Toolkit
Key Subject Skills	**Devised performance:** Confidence The Drama Skills Toolkit Audience awareness Leadership and groupwork	**Scripted performance:** Technical accuracy Understanding of the text Voice and movement skills Characterisation Character interaction	**Scripted performance:** Technical accuracy Understanding of the text Voice and movement skills Characterisation Character interaction	**Devised performance:** Confidence The Drama Skills Toolkit Audience awareness Leadership and groupwork	**Presentation:** Oracy Organisation Collaboration Professionalism Evaluation & analysis	**Scripted performance:** Technical accuracy Understanding of the text Voice and movement skills Characterisation Character interaction
Personal development: • **RSE** • **Online safety** • **Enrichment**	Understanding other cultures Culture Belonging Identity	Relationships Appearance and reality	Differences Stereotyping Medical ethics	Social divide Challenging pre-conceived notions Protest	Gender and equality	*Dependent on topic selected*
Connections with careers	**Read about the transferable skills that Drama can teach you:** https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama **'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks:** https://www.thepaperbirds.com/navigate/ **Read more about how you can work with prestigious Arts organisations to explore a future career:** https://www.nationaltheatre.org.uk/about-us/careers/					

Home support	Visit your local library, read a selection of world heritage stories together	Visit The Globe Theatre and watch a show for £5	Visit your local library, take out Mary Shelley's novel and read together	Visit the BBC Newsround website, find an article about protest and discuss how these ideas might be translated into a piece of drama	Visit your local library, take out Robert Louis Stevenson's novel and read together	Discuss with your child the story they are dramatizing – work together to make some simple props from cardboard

YEAR 8: STRETCH AND CHALLENGE	Term 1 **<u>World Stories: Masks, puppets and physical theatre</u>** **How can abstract theatrical forms be used to explore the human experience on stage?**	Term 2 **<u>Play Text: 'The Curious Incident'</u>** **What impact do contemporary theatre makers have on my understanding of themes and issues?**	Term 3 **<u>Core Drama Skills: Devising Drama</u>** **How might I define my voice as theatre maker when no script has been provided?**	Term 4 **<u>Play Text: 'The Caucasian Chalk Circle'</u>** **In what ways are stories of the past relevant to 'the now'?**	Term 5 **<u>Live Theatre: NT Collection 'Peter Pan'</u>** **'The modern adaptation encouraged me to suspend my disbelief.'**	Term 6 **<u>Theatre History: 'Medea' Expressive Arts Revue</u>** **How might the roots of theatre inform our modern theatrical practice?**
Key Knowledge	Trestle masks Puppetry Physical theatre	Mark Haddon's 'The Curious Incident of the Dog in the Night-Time' Physical theatre Frantic Assembly	Responding to stimulus material Performing in a company Creative leadership	Brecht's 'The Caucasian Chalk Circle' Epic Theatre Didactic Theatre Theatrical styles	National Theatre's 'Peter Pan ' Live Theatre Evaluation Technical and design elements	Ben Powers' 'Medea' Choral work Masked theatre Ensemble work
Key Subject Skills	**Devised performance:** Confidence	**Scripted performance:**	**Devised performance:** Confidence	**Scripted performance:** Technical accuracy Understanding of the text	**Presentation:** Oracy Organisation	**Scripted performance:** Technical accuracy Understanding of the text

	The Drama Skills Toolkit Audience awareness Leadership and groupwork	Technical accuracy Understanding of the text Voice and movement skills Characterisation Character interaction	The Drama Skills Toolkit Audience awareness Leadership and groupwork	Voice and movement skills Characterisation Character interaction	Collaboration Professionalism Evaluation & analysis	Voice and movement skills Characterisation Character interaction
Personal development: • **RSE** • **Online safety** • **Enrichment**	Understanding other cultures Culture Belonging Identity	Understanding other people	*Dependent on stimuli selected*	Family dynamics Conflict	Gender and equality	Family dynamics Conflict
Connections with careers	**Read about the transferable skills that Drama can teach you:** https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama **'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks:** https://www.thepaperbirds.com/navigate/ **Read more about how you can work with prestigious Arts organisations to explore a future career:** https://www.nationaltheatre.org.uk/about-us/careers/					
Home support	Visit your local library, read a selection of world heritage stories together	Visit your local library, take out Haddon's original book and read together	Visit a local art gallery (we recommend The Halpern Gallery at Nucleus Arts in Chatham) – select a piece of artwork on display which could be used a stimulus in drama – discuss your ideas	Share the following study guide together completing some of the suggested reading and activities https://tinyurl.com/bdf4hk45	Visit your local library, take out JM Barrie's novel and read together	Visit the following V&A Museum webpage – discuss how theatre of the past and present is both similar and different https://tinyurl.com/cuwyj63f

			together for a new piece of drama			

YEAR 9: BRIDGING	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Contemporary playwrights **What impact does the work of contemporary playwrights have on my own understanding of the world around me?**	**Play Text: 'DNA'** **How does Kelly's social commentary translate into performance moments?**	**Core Drama Skills: Devising Drama** **How can I use my theatre craft to create a performanc e for an audience?**	**Play Text: 'The Empress' Tanika Gupta** **How can theatre be used to understand and explore historic events and their legacy in modern day Britain?**	**Live Theatre: NT Collection 'Barber Shop Chronicles'** **To what extend does Ellams' play speak to young audiences?** **How can devised theatre be used to explore our connections to culture and place?**	**Core Drama Skills: Devising Drama** **'Barber Shop Chronicles'** **How can devised theatre be used to explore our connections to culture and place?**

Oracy in the Curriculum

How can I use my drama skills to develop oracy skills for the future?

3 lessons per half term exploring how Drama skills can help students to develop 'oratorical eloquence' in a variety of public speaking tasks.

Term 1: 'Letter to Self' - peer presentation
Term 2: 'Historical Speeches' - small group presentation
Term 3: 'Heritage Poems' - form group presentation
Term 4: 'Diversity & Inclusion' - large group / assembly presentation
Terms 5 & 6: Self-selection from T1-4 – local community, vlog or school website presentation

Key Knowledge	Bola Agbaje Evan Placey Jasmine Naziah Jones Playwright intentions Thematic exploration / SCHP context	Dennis Kelly's 'DNA' Original Performance Conditions Scene studies Staging / Acting / Design	The Paper Birds Fragments Transitions	Original Performance Conditions Text as: Performer & Designer		
Key Subject Skills	**Scripted performance:** Technical accuracy Understanding of the text Voice and movement skills Characterisation Character interaction	**Scripted performance:** Technical accuracy Understanding of the text Voice and movement skills Characterisation Character interaction	**Devised performance:** Confidence The Drama Skills Toolkit Audience awareness Leadership and groupwork	**Scripted performance:** Technical accuracy Understanding of the text Voice and movement skills Characterisation Character interaction	**Presentation:** Oracy Organisation Collaboration Professionalism Evaluation & analysis	**Devised performance:** Confidence The Drama Skills Toolkit Audience awareness Leadership and groupwork
Personal development: • **RSE** • **Online safety**	Culture Belonging Identity	Gang culture Crime Peer pressure Relationships	*Stimulus dependent*	Colonisation Family Culture Belonging Identity	Culture Belonging Identity	Culture Belonging Identity

• **Enrichment**						
Connections with careers	**Read about the transferable skills that Drama can teach you:** https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama **'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks:** https://www.thepaperbirds.com/navigate/ **Read more about how you can work with prestigious Arts organisations to explore a future career:** https://www.nationaltheatre.org.uk/about-us/careers/					
Home support	'Great' plays and playwrights span a large period of time; select a play from Michael Billington's list and complete some online reseach: https://tinyurl.com/bdfxksp5	Watch the following videos from the BBC and discuss the key themes and ideas of the play: https://tinyurl.com/5ct9nfy9 https://tinyurl.com/2b9fbzv5 https://tinyurl.com/mr46zfse	Visit a local art gallery (we recommend The Halpern Gallery at Nucleus Arts in Chatham) – select a piece of artwork on display which could be used a stimulus in drama – discuss your ideas together for a new piece of drama	Visit the BBC pages on the play and study the background of the text together: https://tinyurl.com/s34zfutx	Visit The Guardian pages and read the interview with Inua Ellam's together – discuss the key themes and ideas: https://tinyurl.com/mwrnt652	See Term 5

Key stage 4: GCSE

YEAR 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Introduction to GCSE Drama Stanislavski Brecht 'Free Fall' by Vinay Patel 'Accidental Death of an Anarchist' by Dario Fo **Performing from a Text** 'Mudlarks' by Vickie Donaghue Stanislavski Masterclass Artistic intentions **Interpreting Theatre** Live Theatre Evaluation NT Collection 'Frankenstein'	**Devising Theatre** *NEA for assessment 2026* Portfolio Evaluation **Interpreting Theatre** Live Theatre Evaluation NT Collection 'Warhorse'	**Interpreting Theatre** 'The IT' by Vivienne Franzmann Brecht Masterclass **Interpreting Theatre** Live Theatre Evaluation NT Collection 'Wonder.Land'	**Interpreting Theatre** 'The IT' by Vivienne Franzmann **Interpreting Theatre** Live Theatre Evaluation NT Collection 'One Man, Two Guvnors'	**Devising Theatre** *NEA for assessment 2027* Portfolio Evaluation **Interpreting Theatre** Live Theatre Evaluation *Theatre trip TBC*	**Devising Theatre** *NEA for assessment 2027* Portfolio Evaluation **Interpreting Theatre** Live Theatre Evaluation *Theatre trip TBC*

<table>
<tr><td>Key Knowledge</td><td colspan="6">Devising Drama:
Bertolt Brecht
Performance skills
Technical theatre & Design
Analysis & Evaluation (Portfolio & Evaluation)
Performing From A Text:
Performance skills
Technical theatre & Design
Artistic Intentions
Interpreting Theatre:
Live Theatre
Evaluation & Analysis
Key Drama vocabulary
‘The IT’ by Vivienne Franzmann</td></tr>
<tr><td>Key Subject Skills</td><td colspan="6">AO1
Create and develop ideas to communicate meaning for theatrical performance

AO2
Apply theatrical skills to realise artistic intentions in live performance

AO3
Demonstrate knowledge and understanding of how drama and theatre is developed and performed

AO4
Analyse and evaluate their own work and the work of others</td></tr>
<tr><td>Personal development:
RSE
Online safety
Enrichment</td><td>Relationships
Mental health
Personal safety

Medical ethics
Stereotypes
Morality</td><td>Relationships
Mental health
Personal safety</td><td>Mental health
Anxiety
Social media
Peer pressure

Gang culture
Crime Relationships

Online relationships
Online worlds
Bullying</td><td>Mental health
Anxiety
Social media
Peer pressure</td><td>Mental health
Anxiety
Social media
Peer pressure</td><td></td></tr>
</table>

			Family relationships			
Connections with careers	**Read about the transferable skills that Drama can teach you:** https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama **'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks:** https://www.thepaperbirds.com/navigate/ **Read more about how you can work with prestigious Arts organisations to explore a future career:** https://www.nationaltheatre.org.uk/about-us/careers/					
Home support	Discuss the idea that different theatre practitioners can approach the same concept in varying ways – use The National Theatre's 'Five Truths' videos to explore this together: https://tinyurl.com/3tza2afd Read and discuss The National Theatre's Education Pack for 'Warhorse': https://tinyurl.com/3x39vs89 Read and discuss The National Theatre's Education pack for 'Wonder.Land' https://tinyurl.com/mpsmp2kw Read the Eduqas study guide for 'The IT' and discuss the original performance together: https://tinyurl.com/2p95dpc2 Use the BBC Bitesize pages to test your child on their knowledge: https://tinyurl.com/vr4wpb7c					

YEAR 11	Term 1 **NEA 1: Devising Theatre** Devised performance Portfolio Evaluation	Term 2 **NEA 1: Devising Theatre** Devised performance Portfolio Evaluation	Term 3 **NEA 2: Performing from a Text** Scripted performance Artistic intentions	Term 4 **NEA 2: Performing from a Text** Scripted performance Artistic intentions	Term 5 Study Leave	Term 6 Study Leave

	Component 3: Interpreting Theatre Live Theatre Evaluation	**Component 3: Interpreting Theatre** Live Theatre Evaluation	**Component 3: Interpreting Theatre** Live Theatre Evaluation	**Component 3: Interpreting Theatre** 'The IT' – Vivienne Franzmann		
Key Knowledge	Deconstructing and reconstructing stimulus material, skills for developing, rehearsing and performing devised performance	Deconstructing and reconstructing stimulus material, skills for developing, rehearsing and performing devised performance	Performance and Technical skills for NEA	Original performance conditions of Franzmann's text, skills for exploring a scripted text as actor, director and designer		
Key Subject Skills	**AO1** Create and develop ideas to communicate meaning for theatrical performance **AO2** Apply theatrical skills to realise artistic intentions in live performance **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed **AO4** Analyse and evaluate their own work and the work of others					
Personal development: • **RSE** • **Online safety** • **Enrichment**	NEA stimulus and Live Theatre dependent Mental health Anxiety Social media Peer pressure					
Connections with careers	**Read about the transferable skills that Drama can teach you:** https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama **'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks:** https://www.thepaperbirds.com/navigate/ **Read more about how you can work with prestigious Arts organisations to explore a future career:** https://www.nationaltheatre.org.uk/about-us/careers/					
Home support	Visit the BBC Bitesize pages and discuss devised drama together: https://tinyurl.com/3rbfsupk					

	https://tinyurl.com/4syu9jbp https://tinyurl.com/4k9jvhmy Visit the BBC Bitesize pages and discuss scripted drama together: https://tinyurl.com/bdejv5y7 Read the Eduqas study guide for 'The IT' and discuss the original performance together: https://tinyurl.com/2p95dpc2

Key Stage 5: A levels

YEAR 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Introduction Introduction to a range of practitioners **Theatre Makers in Practice** Introduction: 'That Face' By Polly Stenham	**Theatre Makers in Practice** Consolidation: 'That Face' By Polly Stenham	**Devising** Consolidation of practitioner work Introduction to Portfolio work BBC Radio 4 'Artworks' podcasts stimuli - 'Mother Courage', 'Waiting for Godot', 'The Importance of Being Ernest'	**Text in Performance** 'Martyr' By Marius Von Mayenberg 'The Trial' By Steven Berkoff Monologues and duologues	**Theatre Makers in Practice** Revision of: 'That Face' By Polly Stenham 'Woyzeck' By Georg Buchner	**Preparation for NEA 1 devising** Introduction of play text TBC Revision of The Paper Birds methodology

	‘Woyzeck’ By Georg Buchner **Live Theatre Evaluation** NT Collection ‘The Book of Dust’	‘Woyzeck’ By Georg Buchner **Live Theatre Evaluation** NT Collection ‘The Crucible’	**Live Theatre Evaluation** NT Collection ‘Shut Up I’m Dreaming’	**Live Theatre Evaluation** NT Collection ‘Small Island’	**Live Theatre Evaluation** *Dependent on live theatre seen throughout year 1*	**Live Theatre Evaluation** *Dependent on live theatre seen throughout year 1*
Key Knowledge	Devising: • The Paper Birds • Performance • Technical theatre and Design • Analysis & Evaluation • Artistic Intentions Text in Performance: • Performance • Technical theatre and Design • Artistic Intentions Theatre makers in Practice: • ‘That Face’ by Polly Stenham • ‘Woyzeck’ by Georg Buchner • Live Theatre • Analysis & Evaluation Practitioners: • Stanislavski • Brecht • Artaud • Grotowski • Frantic Assembly • Brooke					

	• DV8 • Gecko • Meisner & Adler • The Paper Birds					
Key subjects Skills	**AO1** Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice **AO2** Apply theatrical skills to realise artistic intentions in live performance **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed **AO4** Analyse and evaluate their own work and the work of others					
Personal development: • **RSE** • **Online safety** • **Enrichment**	Prejudice Racism Equality Impact of war / PTSD	Mental health Class divide Societal expectations Family dynamics Consent	Prejudice Racism Equality Religious freedom Freedom of speech Gender	Women in science Vaccination Hacking Bullying Environmental ethics	Mental health Class divide Societal expectations Family dynamics Consent Capitalism Corruption Relationships	
Connections with careers	**Read about the transferable skills that Drama can teach you:** https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama **'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks:** https://www.thepaperbirds.com/navigate/ **Read more about how you can work with prestigious Arts organisations to explore a future career:** https://www.nationaltheatre.org.uk/about-us/careers/					
Home support	**Polly Stenham's 'That Face':** https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/That-Face-guide.pdf **Georg Buchner's 'Woyzeck':**					

	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/gce-woyzeck.pdf https://oldvic-prod-assets.s3.amazonaws.com/uploads/2021/05/Woyzeck-Teaching-Resources.pdf **The Paper Birds:** https://www.thepaperbirds.com/whoweare/ https://www.thepaperbirds.com/resources/ **Punchdrunk:** https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/That-Face-guide.pdf **Live Theatre accessed via The National Theatre Collection:** Website: dramaonlinelibrary.com Username: 7Lf&0Ps, Password: 9Gp$4Xn&

YEAR 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	NEA 1 Devising Devised performance Portfolio **Theatre Makers in Practice** 'That Face' 'Woyzeck' Brecht **Live Theatre Evaluation** *Dependent on live theatre seen in Year 1*	**NEA 1 Devising** Devised performance Portfolio **Theatre Makers in Practice** 'That Face' 'Woyzeck' Brecht **Live Theatre Evaluation** *Dependent on live theatre seen in Year 1*	**NEA 2 Text in Performance** Scripted performance **Theatre Makers in Practice** 'That Face' 'Woyzeck' Brecht **Live Theatre Evaluation** *Dependent on live theatre seen in Year 1*	**NEA 2 Text in Performance** Scripted performance **Theatre Makers in Practice** 'That Face' 'Woyzeck' Brecht **Live Theatre Evaluation** *Dependent on live theatre seen in Year 1*	**Theatre Makers in Practice** 'That Face' 'Woyzeck' Brecht **Live Theatre Evaluation** *Dependent on live theatre seen in Year 1*	Study leave

Key Knowledge	Devising: • The Paper Birds • Performance • Technical theatre and Design • Analysis & Evaluation • Artistic Intentions Text in Performance: • Performance • Technical theatre and Design • Artistic Intentions Theatre makers in Practice: • 'That Face' by Polly Stenham • 'Woyzeck' by Georg Buchner • Live Theatre • Analysis & Evaluation Practitioners: • Stanislavski • Brecht • Artaud • Grotowski • Frantic Assembly • Brooke • DV8 • Gecko • Meisner & Adler • The Paper Birds	
Key subjects Skills	**AO1** Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice **AO2** Apply theatrical skills to realise artistic intentions in live performance **AO3**	

	Demonstrate knowledge and understanding of how drama and theatre is developed and performed **AO4** Analyse and evaluate their own work and the work of others					
Personal development: • **RSE** • **Online safety** • **Enrichment**	Mental health Class divide Societal expectations Family dynamics Consent	Mental health Class divide Societal expectations Family dynamics Consent	Mental health Class divide Societal expectations Family dynamics Consent	Mental health Class divide Societal expectations Family dynamics Consent	Mental health Class divide Societal expectations Family dynamics Consent	
Connections with careers	**Read about the transferable skills that Drama can teach you:** https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama **'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks:** https://www.thepaperbirds.com/navigate/ **Read more about how you can work with prestigious Arts organisations to explore a future career:** https://www.nationaltheatre.org.uk/about-us/careers/					
Home support	**Polly Stenham's 'That Face':** https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/That-Face-guide.pdf **Georg Buchner's 'Woyzeck':** https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/gce-woyzeck.pdf https://oldvic-prod-assets.s3.amazonaws.com/uploads/2021/05/Woyzeck-Teaching-Resources.pdf **The Paper Birds:** https://www.thepaperbirds.com/whoweare/ https://www.thepaperbirds.com/resources/ **Punchdrunk:** https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/That-Face-guide.pdf **Live Theatre accessed via The National Theatre Collection:** Website: dramaonlinelibrary.com Username: 7Lf&0Ps,					

	Password: 9Gp$4Xn&	