



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

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

Key Knowledge	Heritage stories: Anansi Spider Jabu 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: <ul style="list-style-type: none"> • 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	<i>Dependent on topic selected</i>
Connections with careers	<p>Read about the transferable skills that Drama can teach you: https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama</p> <p>‘Navigate’ from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks: https://www.thepaperbirds.com/navigate/</p> <p>Read more about how you can work with prestigious Arts organisations to explore a future career: https://www.nationaltheatre.org.uk/about-us/careers/</p>					

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
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YEAR 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>World Stories:</u> <u>Masks, puppets and physical theatre</u> How can abstract theatrical forms be used to explore the human experience on stage?	<u>Play Text:</u> <u>'The Curious Incident'</u> What impact do contemporary theatre makers have on my understanding of themes and issues?	<u>Core Drama Skills:</u> <u>Devising Drama</u> How might I define my voice as theatre maker when no script has been provided?	<u>Play Text:</u> <u>'The Caucasian Chalk Circle'</u> In what ways are stories of the past relevant to 'the now'?	<u>Live Theatre:</u> <u>NT Collection</u> <u>'Peter Pan'</u> 'The modern adaptation encouraged me to suspend my disbelief.'	<u>Theatre History:</u> <u>'Medea'</u> <u>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: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	Understanding other cultures Culture Belonging Identity	Understanding other people	<i>Dependent on stimuli selected</i>	Family dynamics Conflict	Gender and equality	Family dynamics Conflict
Connections with careers	<p>Read about the transferable skills that Drama can teach you: https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama</p> <p>‘Navigate’ from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks: https://www.thepaperbirds.com/navigate/</p> <p>Read more about how you can work with prestigious Arts organisations to explore a future career: https://www.nationaltheatre.org.uk/about-us/careers/</p>					
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			
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YEAR 9	<p>Term 1 <u>Contemporary playwrights</u></p> <p>What impact does the work of contemporary playwrights have on my own understanding of the world around me?</p>	<p>Term 2 <u>Play Text: 'DNA'</u></p> <p>How does Kelly's social commentary translate into performance moments?</p>	<p>Term 3 <u>Core Drama Skills: Devising Drama</u></p> <p>How can I use my theatre craft to create a performance for an audience?</p>	<p>Term 4 <u>Play Text: 'The Empress' Tanika Gupta</u></p> <p>How can theatre be used to understand and explore historic events and their legacy in modern day Britain?</p>	<p>Term 5 <u>Live Theatre: NT Collection 'Barber Shop Chronicles'</u></p> <p>To what extent does Ellams' play speak to young audiences?</p> <p>How can devised theatre be used to explore our connections to culture and place?</p>	<p>Term 6 <u>Core Drama Skills: Devising Drama</u></p> <p><u>'Barber Shop Chronicles'</u></p>
Key Knowledge	<p>Bola Agbaje</p> <p>Evan Placey</p> <p>Jasmine Naziah Jones</p> <p>Playwright intentions</p> <p>Thematic exploration / SCHK context</p>	<p>Dennis Kelly's 'DNA'</p> <p>Original Performance Conditions</p> <p>Scene studies</p> <p>Staging / Acting / Design</p>	<p>The Paper Birds</p> <p>Fragments</p> <p>Transitions</p>	<p>Original Performance Conditions</p> <p>Text as: Performer & Designer</p>		

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: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	Culture Belonging Identity	Gang culture Crime Peer pressure Relationships	<i>Stimulus dependent</i>	Colonisation Family Culture Belonging Identity	Culture Belonging Identity	Culture Belonging Identity
Connections with careers	<p>Read about the transferable skills that Drama can teach you: https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama</p> <p>‘Navigate’ from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks: https://www.thepaperbirds.com/navigate/</p> <p>Read more about how you can work with prestigious Arts organisations to explore a future career: https://www.nationaltheatre.org.uk/about-us/careers/</p>					
Home support	‘Great’ plays and playwrights span a large period of time; select a play from Michael Billington’s list and complete some online research: https://tinyurl.com/bdfxks p5	Watch the following videos from the BBC and discuss the key themes and ideas of the play: https://tinyurl.com/5ct9nf y9 https://tinyurl.com/2b9fbz v5	Visit a local art gallery (we recommend The Halpern Gallery at Nucleus Arts in Chatham) – select a piece of artwork on	Visit the BBC pages on the play and study the background of the text together: https://tinyurl.com/s34zfu tx	Visit The Guardian pages and read the interview with Inua Ellam’s together – discuss the key themes and ideas: https://tinyurl.com/mwrnt6 52	See Term 5

	NT Collection 'Frankenstein'	NT Collection 'Warhorse'	NT Collection 'Wonder.Land'	NT Collection 'One Man, Two Guvnors'	<i>Theatre trip TBC</i>	<i>Theatre trip TBC</i>
Key Knowledge	<p>Devising Drama:</p> <ul style="list-style-type: none"> • Bertolt Brecht • Performance skills • Technical theatre & Design • Analysis & Evaluation (Portfolio & Evaluation) <p>Performing From A Text:</p> <ul style="list-style-type: none"> • Performance skills • Technical theatre & Design • Artistic Intentions <p>Interpreting Theatre:</p> <ul style="list-style-type: none"> • Live Theatre • Evaluation & Analysis • Key Drama vocabulary • 'The IT' by Vivienne Franzmann 					
Key Subject Skills	<p>AO1 Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2 Apply theatrical skills to realise artistic intentions in live performance</p> <p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4 Analyse and evaluate their own work and the work of others</p>					
Personal development:	Relationships Mental health Personal safety	Relationships Mental health Personal safety	Mental health Anxiety Social media Peer pressure	Mental health Anxiety Social media Peer pressure	Mental health Anxiety Social media Peer pressure	
<ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	Medical ethics Stereotypes		Gang culture			

	Morality		Crime Relationships Online relationships Online worlds Bullying Family relationships			
Connections with careers	<p>Read about the transferable skills that Drama can teach you: https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama</p> <p>'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks: https://www.thepaperbirds.com/navigate/</p> <p>Read more about how you can work with prestigious Arts organisations to explore a future career: https://www.nationaltheatre.org.uk/about-us/careers/</p>					
Home support	<p>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</p> <p>Read and discuss The National Theatre's Education Pack for 'Warhorse': https://tinyurl.com/3x39vs89</p> <p>Read and discuss The National Theatre's Education pack for 'Wonder.Land' https://tinyurl.com/mpsmp2kw</p> <p>Read the Eduqas study guide for 'The IT' and discuss the original performance together: https://tinyurl.com/2p95dpc2</p> <p>Use the BBC Bitesize pages to test your child on their knowledge: https://tinyurl.com/vr4wpb7c</p>					

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

	Evaluation Component 3: Interpreting Theatre Live Theatre Evaluation	Evaluation Component 3: Interpreting Theatre Live Theatre Evaluation	Artistic intentions Component 3: Interpreting Theatre Live Theatre Evaluation	Artistic intentions 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	<p>AO1 Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2 Apply theatrical skills to realise artistic intentions in live performance</p> <p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4 Analyse and evaluate their own work and the work of others</p>					
Personal development:	NEA stimulus and Live Theatre dependent					
<ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<ul style="list-style-type: none"> Mental health Anxiety Social media Peer pressure 					
Connections with careers	<p>Read about the transferable skills that Drama can teach you: https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama</p> <p>'Navigate' from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks: https://www.thepaperbirds.com/navigate/</p> <p>Read more about how you can work with prestigious Arts organisations to explore a future career: https://www.nationaltheatre.org.uk/about-us/careers/</p>					

Home support	<p>Visit the BBC Bitesize pages and discuss devised drama together: https://tinyurl.com/3rbfsupk https://tinyurl.com/4syu9jbp https://tinyurl.com/4k9jvhmy</p> <p>Visit the BBC Bitesize pages and discuss scripted drama together: https://tinyurl.com/bdeju5y7</p> <p>Read the Eduqas study guide for 'The IT' and discuss the original performance together: https://tinyurl.com/2p95dpc2</p>
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Key Stage 5: A levels

YEAR 12	<p style="text-align: center;">Term 1</p> <p style="text-align: center;">Devising</p> <p>Introduction to a range of extended practitioners</p> <p>An introduction to The Paper Birds</p> <p>An introduction to Portfolio work</p> <p style="text-align: center;">Theatre Makers in Practice</p> <p>Introduction: 'That Face'</p>	<p style="text-align: center;">Term 2</p> <p style="text-align: center;">Devising</p> <p>Consolidation of practitioner work</p> <p>Consolidation of Portfolio work</p> <p style="text-align: center;">Theatre Makers in Practice</p> <p>Consolidation: 'That Face'</p>	<p style="text-align: center;">Term 3</p> <p style="text-align: center;">Text in Performance</p> <p style="text-align: center;">'Martyr' By Marius Von Mayenberg</p> <p style="text-align: center;">'The Trial' By Steven Berkoff</p> <p style="text-align: center;">Theatre Makers in Practice</p> <p>Revision: 'That Face'</p>	<p style="text-align: center;">Term 4</p> <p style="text-align: center;">Text in Performance</p> <p style="text-align: center;">Monologues and duologues</p> <p style="text-align: center;">Theatre Makers in Practice</p> <p>Revision: 'That Face'</p>	<p style="text-align: center;">Term 5</p> <p style="text-align: center;">Theatre Makers in Practice</p> <p style="text-align: center;">Revision of: 'That Face' By Polly Stenham</p> <p style="text-align: center;">'Woyzeck' By Georg Buchner</p> <p style="text-align: center;">Brecht's Epic Theatre</p>	<p style="text-align: center;">Term 6</p> <p style="text-align: center;">Preparation for NEA 1 devising</p> <p>Introduction of play text TBC</p> <p>Revision of The Paper Birds methodology</p>
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	<p>By Polly Stenham</p> <p>'Woyzeck' By Georg Buchner</p> <p>Live Theatre Evaluation</p> <p>NT Collection 'The Book of Dust'</p>	<p>By Polly Stenham</p> <p>'Woyzeck' By Georg Buchner</p> <p>Brecht's Epic Theatre</p> <p>Live Theatre Evaluation</p> <p>NT Collection 'The Crucible'</p>	<p>By Polly Stenham</p> <p>'Woyzeck' By Georg Buchner</p> <p>Brecht's Epic Theatre</p> <p>Live Theatre Evaluation</p> <p>NT Collection 'Shut Up I'm Dreaming'</p>	<p>By Polly Stenham</p> <p>'Woyzeck' By Georg Buchner</p> <p>Brecht's Epic Theatre</p> <p>Live Theatre Evaluation</p> <p>NT Collection 'Small Island'</p>	<p>Live Theatre Evaluation</p> <p><i>Dependent on live theatre seen throughout year 1</i></p>	<p>Live Theatre Evaluation</p> <p><i>Dependent on live theatre seen throughout year 1</i></p>
<p>Key Knowledge</p>	<p>Devising:</p> <ul style="list-style-type: none"> • The Paper Birds • Performance • Technical theatre and Design • Analysis & Evaluation • Artistic Intentions <p>Text in Performance:</p> <ul style="list-style-type: none"> • Performance • Technical theatre and Design • Artistic Intentions <p>Theatre makers in Practice:</p> <ul style="list-style-type: none"> • 'That Face' by Polly Stenham • 'Woyzeck' by Georg Buchner • Live Theatre • Analysis & Evaluation <p>Practitioners:</p> <ul style="list-style-type: none"> • Stanislavski 					

	<ul style="list-style-type: none"> • Brecht • Artaud • Grotowski • Frantic Assembly • Brooke • DV8 • Gecko • Meisner & Adler • The Paper Birds 					
Key subjects Skills	<p>AO1 Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice</p> <p>AO2 Apply theatrical skills to realise artistic intentions in live performance</p> <p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4 Analyse and evaluate their own work and the work of others</p>					
Personal development: <ul style="list-style-type: none"> • 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	<p>Read about the transferable skills that Drama can teach you: https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama</p> <p>‘Navigate’ from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks: https://www.thepaperbirds.com/navigate/</p> <p>Read more about how you can work with prestigious Arts organisations to explore a future career: https://www.nationaltheatre.org.uk/about-us/careers/</p>					

Home support	<p>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</p> <p>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</p> <p>The Paper Birds: https://www.thepaperbirds.com/whoweare/ https://www.thepaperbirds.com/resources/</p> <p>Punchdrunk: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/That-Face-guide.pdf</p> <p>Live Theatre accessed via The National Theatre Collection: Website: dramaonlinelibrary.com Username: 7Lf&OPs, Password: 9Gp\$4Xn&</p>
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YEAR 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>NEA 1 Devising</p> <p>Devised performance Portfolio</p> <p>Theatre Makers in Practice</p> <p>'That Face' 'Woyzeck' Punchdrunk</p> <p>Live Theatre Evaluation</p>	<p>NEA 1 Devising</p> <p>Devised performance Portfolio</p> <p>Theatre Makers in Practice</p> <p>'That Face' 'Woyzeck' Punchdrunk</p> <p>Live Theatre Evaluation</p>	<p>NEA 2 Text in Performance</p> <p>Scripted performance</p> <p>Theatre Makers in Practice</p> <p>'That Face' 'Woyzeck' Punchdrunk</p> <p>Live Theatre Evaluation</p>	<p>NEA 2 Text in Performance</p> <p>Scripted performance</p> <p>Theatre Makers in Practice</p> <p>'That Face' 'Woyzeck' Punchdrunk</p> <p>Live Theatre Evaluation</p>	<p>Theatre Makers in Practice</p> <p>'That Face' 'Woyzeck' Punchdrunk</p> <p>Live Theatre Evaluation</p> <p><i>Dependent on live theatre seen in Year 1</i></p>	<p>Study leave</p>

	<i>Dependent on live theatre seen in Year 1</i>	<i>Dependent on live theatre seen in Year 1</i>	<i>Dependent on live theatre seen in Year 1</i>	<i>Dependent on live theatre seen in Year 1</i>		
Key Knowledge	<p>Devising:</p> <ul style="list-style-type: none"> • The Paper Birds • Performance • Technical theatre and Design • Analysis & Evaluation • Artistic Intentions <p>Text in Performance:</p> <ul style="list-style-type: none"> • Performance • Technical theatre and Design • Artistic Intentions <p>Theatre makers in Practice:</p> <ul style="list-style-type: none"> • ‘That Face’ by Polly Stenham • ‘Woyzeck’ by Georg Buchner • Live Theatre • Analysis & Evaluation <p>Practitioners:</p> <ul style="list-style-type: none"> • Stanislavski • Brecht • Artaud • Grotowski • Frantic Assembly • Brooke • DV8 • Gecko • Meisner & Adler • The Paper Birds 					
Key subjects Skills	<p>A01 Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice</p> <p>A02</p>					

	<p>Apply theatrical skills to realise artistic intentions in live performance</p> <p>A03 Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>A04 Analyse and evaluate their own work and the work of others</p>					
<p>Personal development:</p> <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<p>Mental health Class divide Societal expectations Family dynamics Consent</p>	<p>Mental health Class divide Societal expectations Family dynamics Consent</p>	<p>Mental health Class divide Societal expectations Family dynamics Consent</p>	<p>Mental health Class divide Societal expectations Family dynamics Consent</p>	<p>Mental health Class divide Societal expectations Family dynamics Consent</p>	
<p>Connections with careers</p>	<p>Read about the transferable skills that Drama can teach you: https://blog.trinitycollege.co.uk/top-8-transferable-skills-developed-through-drama</p> <p>‘Navigate’ from The Paper Birds – learn more about how Drama is linked to the Gatsby Benchmarks: https://www.thepaperbirds.com/navigate/</p> <p>Read more about how you can work with prestigious Arts organisations to explore a future career: https://www.nationaltheatre.org.uk/about-us/careers/</p>					
<p>Home support</p>	<p>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</p> <p>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</p> <p>The Paper Birds: https://www.thepaperbirds.com/whoweare/ https://www.thepaperbirds.com/resources/</p> <p>Punchdrunk: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/That-Face-guide.pdf</p>					

	Live Theatre accessed via The National Theatre Collection:	
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Password: 9Gp\$4Xn&