



# St Joseph's College Subject Curriculum Map: DRAMA

## Curriculum Intent

The Drama Curriculum aims to foster creativity, self-expression, and empathy by providing students with opportunities to explore various theatrical forms, develop performance skills, analyse dramatic texts, and collaborate with peers. It seeks to cultivate critical thinking, cultural appreciation, and personal growth through engaging and transformative theatrical experiences. Our aim is to offer lessons that are valuable to all students in later life regardless of what career path awaits them in the future (Life Skills). We also want students to leave Drama with an understanding of the influences that different Drama styles, genres and techniques have on theatre and performance mediums as a whole (Drama Knowledge). Drama is taught to students through practical tasks that aim to nurture the skills of collaboration, communication, physical awareness, creativity and discipline.

Year Group	Autumn Term		Spring Term		Summer Term		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Key Stage 3	7	<b>Theatrical Skills</b> An entry level introduction into performance fundamentals and elements.	<b>Improvisation</b> Students will explore various forms of improvisation. Strategies to improvise well will also be covered.	<b>Theatrical Techniques</b> Students will cover techniques used in performances and their purposes.	<b>Physical Theatre</b> Students will cover physical theatre techniques and principles.	<b>Shakespearean Theatre</b> An introduction into the performance techniques required to perform Shakespeare's works.	<b>Comedy</b> Students will cover both the origins of comedy, and what makes audiences laugh.
	8	<b>Brechtian Theatre</b> Students cover the work of Brecht, covering a different Brechtian technique each lesson.	<b>Devised Theatre Project</b> This is a project which adopts the structure of the GCSE component 2 but compresses this into a 6-7 lesson long trial. Techniques from Brecht are used in the project.	<b>Naturalism</b> Focusing on Stanislavski's techniques. Students experiment with how they can make plays believable.	<b>Script Project/ Children's Theatre</b> Students work on a script, focussing on their target audience (primary school children).	<b>Artaudian Theatre</b> Student focus on non-narrative performance techniques focusing on Artaud's 'theatre of cruelty'.	<b>Types of Stage</b> Explore different types of stage, their advantages, and their disadvantages.
	9	<b>Mastering the basics</b> Students re-visit and zoom in on the fundamentals of 'good' drama performances. Focusing on applying these basics, to achieve specific effects.	<b>Naturalism, Devised project</b> This a second project which adopts the structure of the GCSE component 2 but compresses this into a 6-7 lesson long trial. This project differs from the one in year 8 as students are restricted to one stimulus and a key style 'naturalism'.	<b>Script Project</b> The project adapts the structure of the GCSE component 3 project into a smaller 6-7 lesson long trial.	<b>Naturalism, Devised project</b> This a second project which adopts the structure of the GCSE component 2 but compresses this into a 6-7 lesson long trial. This project differs from the previous, as their dramatic intention is to 'make the audience laugh'. Students are guided through techniques to achieve this.	<b>Blood Brothers</b> Students Practically explore the play blood brothers, which is the key text for component 1 of the GCSE.	<b>Drama Skills at Work</b> Students focus on what they have learnt over the last few years and translate this into real life scenarios such as interviews and dealing with conflict.
Key Stage 4	10	<b>Key Terminology and Basics</b>  <b>Component 1 Section A</b> Basic design terminology Staging/Types of Staging	<b>Component 1 Section B Blood Brothers</b> Plot Key Themes Character Breakdowns	<b>Component 1 Section B Blood Brothers</b> 4-,8-,12- and 20-mark questions.	<b>Component 2- Project Launch</b> Response to a stimulus. Collaboration and communication.	<b>Component 2- Project Continued</b> Response to a stimulus. Collaboration and communication.	<b>Component 2- Performance and Review.</b> Response to a stimulus. Collaboration and communication Filmed Performance

	<p><i>Theatre roles.</i></p> <p><b>Mini Devising Project</b></p>	<p><b>Live Theatre Trip 1</b></p>	<p><b>Component 2</b> <i>Techniques for devising/ Key practitioners.</i></p>	<p><b>Component 1 section A and B Interleaved</b></p> <p><b>Live Theatre Trip 2</b></p>	<p><b>Component 1 section A and B Interleaved</b></p>	<p><i>Evaluation</i></p> <p><b>Component 1 section A, B Interleaved</b></p> <p><b>Live Theatre Trip 3</b></p>
11	<p><b>Component 2</b> <i>Watch back performances. Finalise coursework for moderation.</i></p> <p><b>Component 1 Section C- Live Theatre</b> <i>Analysis and Evaluation.</i></p> <p><b>Component 3- Script project- Launch.</b> <i>Extract 1 and 2 chosen.</i></p>	<p><b>Component 3 Script Project</b> <i>Extract 1 and 2 rehearsed.</i></p> <p><b>Component 1 – All sections interleaved</b></p> <p><b>Live Theatre Visit 1</b></p>	<p><b>Component 3 Script Project</b> <i>Performed to examiner- (this could be delayed to HT4 dependent on time of visit)</i></p> <p><b>Component 1 – All sections interleaved.</b></p>	<p><b>Component 1 Section B and C</b> <i>Essay question practice, Writing styles and practice</i></p> <p><b>Component 2-</b> <i>Final responses to moderation and marking.</i></p> <p><b>Live Theatre Visit 2</b></p>	<p><b>Component 1</b> <i>All sections revision and practice</i></p>	<p><b>Exams</b></p>