

KS3 Drama Curriculum Map

	Unit One (A1)	Unit Two (A2)	Unit Three (S1)	Unit Four (S2)	Unit Five (Sum 1,2)
Area	Component 2: physical performance skills	Component 2: vocal performance skills	Component 1,2: devising theatre and vocal performance skills	Component 2: physical and vocal performance skills	Component 1,2: Devising theatre and performance skills
Topic	<i>An Introduction To The Drama Medium</i>	<i>Communicating Meaning Through Performance</i>	<i>Radio Plays And Characterisation</i>	<i>Melodrama And Space And Structure</i>	<i>An Introduction To Naturalistic Characterisation</i>
Skills Focus	<ul style="list-style-type: none"> Strong communication and team work and a willingness to engage with inhibition-tackling activities An ability to adapt movement, posture and facial expression to portray a number of different roles 	<ul style="list-style-type: none"> An ability to use relevant terminology and to explain the effect of various elements of vocal control Good vocal control including the ability to vary tone, pitch, pace, and intonation 	<ul style="list-style-type: none"> An ability to use key terminology and an understanding of how use of voice can communicate meaning for an audience An ability to structure a compelling story 	<ul style="list-style-type: none"> A strong grasp of key terminology An understanding of how use of voice can communicate meaning for a listening audience An ability to structure a compelling story 	<ul style="list-style-type: none"> An understanding of how a character's background affects their language, voice and movement An ability to adapt voice and movement for different roles
Final Assessment	Students devise and perform a mimed sequence, showcasing physical performance skills	Students devise a short story-telling piece, showcasing their vocal performance skills	Students devise and perform a scene from a radio play	Students rehearse and perform an extract from a pantomime	Students devise and perform a piece based on the TV show 'The Dragons' Den'
Rationale	C1 – devising C2 – performance skills	C2 – performance skills	C1 – devising C2 – performance skills	C2 – performance skills	C1 – devising C2 – performance skills
Assessment Objectives	A01 – Create and develop A02 - Apply theatrical skills	A02 - Apply theatrical skills	A01 – Create and develop A02 - Apply theatrical skills	A02 - Apply theatrical skills	A01 – Create and develop A02 - Apply theatrical skills

	Unit Six	Unit Seven	Unit Eight	Unit Nine	Unit Ten	Unit Eleven
Area	Component 2: physical performance skills	Component 2: vocal performance skills	Component 1,2: devising theatre and vocal performance skills	Component 2: physical performance skills	Component 2: performance skills	Component 1,2: devising theatre and performance skills
Topic	<i>An introduction to the drama medium</i>	<i>Communicating meaning through performance</i>	<i>Radio plays and characterisation</i>	<i>The drama medium: mime and movement</i>	<i>Naturalistic Characterisation</i>	<i>Non-naturalistic approaches to performance</i>
Skills Focus	<ul style="list-style-type: none"> Strong communication and team work and a willingness to engage with inhibition-tackling activities - An ability to adapt movement, posture and facial expression to portray a number of different roles 	<ul style="list-style-type: none"> An ability to use relevant terminology and to explain the effect of various elements of vocal control Good vocal control including the ability to vary tone, pitch, pace, and intonation 	<ul style="list-style-type: none"> An ability to use key terminology and an understanding of how use of voice can communicate meaning for an audience An ability to structure a compelling story 	<ul style="list-style-type: none"> Strong communication and team work A creative approach to exploring the poem The ability to adapt movement to a range of roles A grasp of relevant terminology (see knowledge organiser) 	<ul style="list-style-type: none"> An understanding of a naturalistic portrayals of characters A creative approach to exploring the text An understanding of the way in which context can help us in our attempt to develop a character Naturalistic use of voice and movement in a performance 	<ul style="list-style-type: none"> A strong grasp of key terminology (see knowledge organiser) A creative approach to exploring non-naturalistic ideas about staging and performance An understanding of symbolism
Final	Students devise and perform a mimed sequence, showcasing physical performance skills	Students devise a short story-telling piece, showcasing their vocal performance skills	Students devise and perform a scene from a radio play	Students devise and perform from a text (poem: 'A Vampire's Kiss')	Students perform A2, S2 from David Calcutt's theatrical adaptation of 'Dracula'	Students perform A1, S3 from 'Dracula'
Rationale	C1 – devising C2 – performance skills	C2 – performance skills	C1 – devising C2 – performance skills	C1 – devising C2 – performance skills	C2 – performance skills	C2 – performance skills
Assessment Objectives	A01 – Create and develop A02 - Apply theatrical skills	A02 - Apply theatrical skills	A01 – Create and develop A02 - Apply theatrical skills	A01 – Create and develop A02 - Apply theatrical skills	A02 - Apply theatrical skills	A02 - Apply theatrical skills