



Curriculum Map

Subject: Drama

Year Group: 13

	Autumn	Spring	Summer
Content	Live Theatre Evaluation. Students will go on regular theatre trips to develop a repertoire of live productions they have seen as an audience member. Students will explore past-paper questions in order to develop an understanding of the requirements of Section A of the written examination.	Page to Stage: An extract from one play is performed. A monologue or duologue from a different play is also explored and performed. The extracts are performed to a visiting examiner. Students may choose to work with a partner on a duologue or in a small group. The extracts are chosen by the student and will be decided on with the support and guidance of subject teachers.	Theatre Makers in Practice: The final preparations for the written examination, students will re-visit all three parts of the paper, both practically and theoretically. Most lessons will be theory based, but there may be opportunities for students to work practically to support their understanding of the key texts. Students will be given regular home based learning in order to practice exam style questions.
Skills	Students will know how to successfully analyse theatre from the perspective of a director, performer and designer. Students will develop an appreciation for live theatre. Students will know how to write in an informed way to live productions seen and answer an exam style question with a fully formed opinion.	Students will know how to apply rehearsal techniques to their chosen play. Students will know how to work independently, or in small groups to achieve a mutual artistic intention for the performance. Students will know how to apply the works of theatre practitioner or theatre company to inspire/influence their work. Students will know how to work on feedback from their peers and teachers in order to improve their work. Students will know how to use rehearsal time effectively to ensure they are well-prepared for the final examination.	Students will know how to successfully answer an exam-style question based on past-papers and exemplar responses. Students will know how to apply their ideas as directors, designers and performers to exam questions. Students will know how to apply subject-specific terminology correctly and appropriately. Students will know how to effectively revise and prepare for the final examination
Key questions	How did theatre makers contribute to the success of this production? How did the director create his or her own interpretation of the production? How was this communicated through the work of designers?	How can the works of [practitioner] theatre companies inspire my work? What style/genre of theatre would I like to perform? How can I demonstrate my performance skills within a performance?	How can I work effectively as a director, designer or performer? What are the original staging conditions of the set texts? What research have I done to interpret the set text from a director's perspective?

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	What themes or issues are relevant/ not relevant to you as a young audience?	How can I create mood/atmosphere within my performance? How can I memorise lines?	How can I time my examination to effectively cover all four questions?
Assessment	Assessment is formed of regular essay feedback. Students are expected to complete one essay a week.	Page to Stage is worth 20% of the A Level. A summary of your artistic intentions - 150 words. Assessment for this component is externally assessed by a visiting examiner.	Theatre makers in Practice accounts for 40% of the A Level and is assessed in a 2 hour 30 minute examination divided into 3 parts.
Literacy/ Numeracy/ SMSC/ Character	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Empathy, Problem solving, Aspiration. Independent decision making, Organisation skills, discipline, The ability to accept criticism		