



# 2021-22 CURRICULUM MAP FOR DRAMA YEAR 11

<p><b>HALF TERM 1/2: - Responding to a Brief – Mock exam</b> Students will combine skills learnt not only throughout year 10 but throughout KS3 to create an original piece of theatre responding to a brief. The Creative process:</p> <ul style="list-style-type: none"> <li>• Explorative strategies</li> <li>• Collating ideas</li> <li>• Researching practitioners and styles to compliment the brief</li> <li>• Collaboration</li> <li>• Script creation:</li> </ul> <p>Study of intended context: <b>Target Audience:</b> A target audience is the intended audience or readership of a publication, advertisement, or other message <b>Response to stimuli:</b> Using the stimulus to influence and support ideas, linking back to the brief.</p> <p><b>Practitioners and influences to consider:</b></p> <ul style="list-style-type: none"> <li>• Stanislavski and naturalism (The Stanislavski system)</li> <li>• DV8 and Frantic Assembly (Physical Theatre)</li> <li>• Complicite (devising techniques)</li> <li>• Musical Theatre (Fosse, Larson, Hairspray)</li> <li>• Contemporary styles</li> <li>• Clowning, Commedia, Greek and Mime (LeCoq)</li> <li>• Political/Epic Theatre (Brecht, Boal)</li> </ul> <p><b>Workshopping and explorations in given styles to compliment the brief and creative process:</b> Physical Theatre, Musical Theatre, Naturalism, Political/Epic Theatre.</p>		<p>Knowledge booklets and knowledge organisers. Use of scripts (created by students)</p>
		<ul style="list-style-type: none"> <li>• 800 word ideas log</li> <li>• 800 word skills log</li> <li>• 800 word evaluation of performance and process</li> </ul> <p>Creation of an original script and staging directions</p>
		<p>Group collaborative discussions throughout the devising and creation process. Live performance (oracy skills)</p> <ul style="list-style-type: none"> <li>•</li> </ul>
		<p>. Links to English: Creating original writing from a stimulus, written componenets. Links to PE: Physicality and creating movement. Links to History: Social and historical context of stimulus/performance.</p>
<p><b>HALF TERM 3/4: - Responding to a Brief – Exam</b> Students will combine skills learnt not only throughout year 10 but throughout KS3 to create an original piece of theatre responding to a brief. The Creative process:</p> <ul style="list-style-type: none"> <li>• Explorative strategies</li> <li>• Collating ideas</li> <li>• Researching practitioners and styles to compliment the brief</li> <li>• Collaboration</li> <li>• Script creation:</li> </ul> <p>Study of intended context: <b>Target Audience:</b> A target audience is the intended audience or readership of a publication, advertisement, or other message <b>Response to stimuli:</b> Using the stimulus to influence and support ideas, linking back to the brief.</p> <p><b>Practitioners and influences to consider:</b></p> <ul style="list-style-type: none"> <li>• Stanislavski and naturalism (The Stanislavski system)</li> <li>• DV8 and Frantic Assembly (Physical Theatre)</li> <li>• Complicite (devising techniques)</li> <li>• Musical Theatre (Fosse, Larson, Hairspray)</li> <li>• Contemporary styles</li> <li>• Clowning, Commedia, Greek and Mime (LeCoq)</li> <li>• Political/Epic Theatre (Brecht, Boal)</li> </ul> <p><b>Workshopping and explorations in given styles to compliment the brief and creative process:</b></p>		<p>Knowledge booklets and knowledge organisers. Use of scripts (created by students)</p>
		<ul style="list-style-type: none"> <li>• 800 word ideas log</li> <li>• 800 word skills log</li> <li>• 800 word evaluation of performance and process</li> <li>• Creation of an original script and staging directions</li> </ul>
		<p>Group collaborative discussions throughout the devising and creation process. Live performance (oracy skills)</p>
		<p>Links to English: Creating original writing from a stimulus, written componenets. Links to PE: Physicality and creating movement. Links to History: Social and historical context of stimulus/performance.</p>



# 2021-22 CURRICULUM MAP FOR DRAMA YEAR II

Physical Theatre, Musical Theatre, Naturalism, Political/Epic Theatre.		
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