



MAGHULL HIGH SCHOOL – CURRICULUM MAP

TERM 1 SEPT - DEC	Lesson 1-5 2 week cycle	Lesson 6-10 2 week cycle	Lesson 11-15 2 week cycle	Lesson 16-20 2 week cycle	Lesson 21-25 2 week cycle	Lesson 26- 30 2 week Cycle
<p>TOPIC (S)</p> <p>Component 2 Devising Drama AQA</p> <p>Component 1 Understanding Drama</p>	<p>Objective: CO2:To be able to demonstrate knowledge of the structure drama GCSE To demonstrate understanding of the Structure of the Devising unit To review and demonstrate a range of explorative strategies that explore stimuli-still image, thoughts aloud, cross cutting</p>	<p>Objective: CO2:To be able to choose a stimulus and explore the dramatic potential Decide upon groups- explore group dynamics and assign roles of responsibility, structure rehearsal schedule Record all creative decisions in working log book Present initial response to stimulus to the rest of the group- answer questions to explore ideas further</p> <p>CO1: To understand theatre roles and responsibilities To recognise and demonstrate a range of staging and the stage positions</p>	<p>Objective: CO2:To work towards devising an original piece of theatre with explicit aims and intentions Working within a group participate in workshops to demonstrate understanding of a range of theatre practitioners and implement the techniques into their work Bertolt Brecht Stanislavski Record all creative decisions in working log book</p> <p>CO1: To understand how creative decisions are made and the role of a director, actor and stage manager.</p>	<p>Objective: CO2: To work towards devising an original piece of work Working within a group participate in workshops to demonstrate the understanding of a range of theatre practitioners and implement the techniques into their work National Theatre Frantic Assembly Theatre de Complicite Record all creative decisions in working log book</p>	<p>Objective: CO2:To be able to structure the work using transitions To understand how the piece is structured to be entertaining to an audience using Freytag's Pyramid Incorporate technical elements including music, lighting costume and set Rehearse and polish scenes Record all creative decisions in working log book</p> <p>CO1: Section 3 Live Theatre evaluation practise To be able to recognise the role of an actor in live theatre. To understand and demonstrate verbally how characterisation is explored by the actor.</p>	<p>Objective: Rehearse and polish performance To complete dress and technical rehearsals Structure analysis of own performance and the work of others offering ideas for improvement Perform recorded Devised assessment To understand how to structure section 1 of written response to stimulus using working log book as reference</p>
<p>Knowledge & Skills development</p>	<ul style="list-style-type: none"> - Work collaboratively to explore the dramatic potential of a stimulus. - Shape, adapt and develop a clear and focused message for their work. - Use a range of drama conventions to communicate meaning to an audience. - Offer mature, creative and imaginative ideas and approaches to exploring stimulus material. - Use voice, movement, gesture and space to develop and amplify dramatic elements. - Develop and shape ideas and material making connections with SCHP context. - Use accurate subject specific vocabulary and Standard English to explain decisions made during the process of creating drama with reference to their key message and explain the intended impact on the audience. - Evaluate how effectively they worked as a group and how the input of all members helped to shape and develop ideas. 					

Assessment / Feedback Opportunities	Peer and teacher verbal feedback	Checkpoint Present initial response to 3 stimulus and final decision	Teacher and peer feedback	Checkpoint Perform 2 minutes of polished performance Analyse and evaluate	Peer and teacher feedback	Internal formal assessment recorded performance
Cultural Capital	<ul style="list-style-type: none"> • Exploring a range of topical subject matters including climate change, mental health, politics, relationships and social status • Knowledge of the theatre and the professional roles associated with it • 					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> • Creating a democratic environment, working collaboratively to explore ideas opinions and reach a common goal • Respecting the viewpoints and opinions of others- taking research and professional advice on board before coming to a conclusion 					
Reading opportunities	<ul style="list-style-type: none"> • Theatre de Complicite- google research • Frantic Assembly book of Devising by Scott Graham and Stephen Hoggett • The Actor Prepares • Stanislavski in Practice by Nick O'Brien • The Complete Brecht Toolkit- Stephen Unwin • Lecoq on Devising 					
Key Vocabulary	Devising Collaboration Characterisation Freytag's Pyramid, Plot, Structure, Audience, Semiotics, technical, voice, movement, gesture, dramatic potential, rehearsal, polished, transitions, Stylised, sequences,					
Digital Literacy	<p style="text-align: center;">Research using the internet search engines, accessing email, constructing and responding to formal emails with attachments Use of Microsoft Word and Microsoft Powerpoint. Garageband- editing music tracks</p>					
Careers	<p style="text-align: center;">Actor, Director, Theatre manager, Scriptwriter, Dancer, Theatre in Education Performer, Teacher, Historian, Researcher, Artist, Musician, Journalist, Costume Designer</p>					