





Tolworth Girls' School Curriculum Map

Y7 Drama



Y7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>2 Hours Per Fortnight</p>  <p>Brief Overview:</p>  <p><i>At the end of Year 7 students should be able to demonstrate an understanding of the foundations of drama as well as exhibiting strong collaborative practical skills.</i></p>	<p>Foundations of Drama Fairy Tales Reimagined (Unit 1)</p> <p>Knowledge Students will be introduced to the basic performance skills needed in drama through group work and role play. Students will reimagine a traditional fairy tale and apply their basic dramatic skills to create and perform the modern adaptation.</p> <p>Skills Develop a curiosity for drama and the confidence to perform in front of others. Apply physical techniques to create and perform a basic character. Evaluate the effectiveness of their own and peer work.</p>	<p>A Curious Incident of a Dog in the Night-time (Unit 2 - scripted)</p> <p>Knowledge Students will explore character relationships through an extract of the play and develop a practical understanding of physical theatre skills. Students should draw on their knowledge of foundations of drama to develop their vocal skills.</p> <p>Skills Explore physical theatre skills in a safe environment. Apply prior knowledge of basic drama skills and Greek Theatre to develop an extract of the play. Evaluate and analyse the effectiveness of their own and peer work.</p>	<p>Hocombe Woods (Unit 3 - devised)</p> <p>Knowledge Students will explore how to create mood and atmosphere in a modern Ghost Story. Students will create a piece of theatre using a stimulus, focusing on how to create stereotypical characters. Students will develop an understanding of how to use vocal techniques and sound to create tension.</p> <p>Skills Develop physical and vocal skills to show a clear depiction of a stereotypical character in the style of a modern Ghost Story. Apply collaborative skills to devise an original piece of theatre. Draw on prior knowledge to create stereotypical characters. Evaluate and analyse the effectiveness of their own and peer work.</p>		
Assessment Opportunities	<i>Baseline practical assessment.</i>	<i>Multiple choice quiz.</i>	<i>Multiple choice quiz.</i>	<i>Practical performance</i>	<i>Multiple choice quiz.</i>	<i>Practical performance</i>

Wider Learning



PSHE: Collaborative, ASC, inclusion, inequality, prejudice, stereotypes, problem solving.
CEIAG: Script writers, directors, technical theatre, project management.
Enrichment: Opportunities to collaborate in the Windmill, drama club, musical theatre productions.



Cross Curricular: PSHE (Curious Incident), English.
 Literacy & Numeracy: Key words, spelling, structuring of evaluations, justifying choices made in rehearsal and performance.
 Diversity: Exploring the history of theatre and our place within it. Exploring ASC and the impact it has on individuals. Exploring stereotypes and how/why they were created.



Tolworth Girls' School Curriculum Map

Y8 Drama



Y8	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<p>2 Hours Per Fortnight</p>  <p>Brief Overview:</p>  <p>Students will have a working knowledge of Bertolt Brecht and performance skills to create convincing characters. They will be collaborative, curious learners to create original work.</p>	Greek Theatre– Domino Effect (Unit 1 - scripted)		Brecht & Non Naturalistic Theatre (Unit 2 - devised)		Melodrama (Unit 3 - scripted)						
	<p>Knowledge</p> <p>Students will develop an extract from Fin Kennedy's <i>Domino Effect</i>. They will develop their knowledge of Greek Theatre to create a modern-day chorus encapsulating the 'Domino Effect'.</p>				<p>Knowledge</p> <p>Students will develop a working understand of Bertolt Brecht. Students will explore non-naturalistic techniques to explore a current socio-political issue, as well as consider the use and impact of props and costume.</p>				<p>Knowledge</p> <p>Students will develop their knowledge of the history of melodrama. Students will explore draw on their prior knowledge to develop a melodramatic script. Students will learn the basics of stage combat in relation to melodrama.</p>			
	<p>Skills</p> <p>To develop choral movement and speech techniques to create engaging theatre.</p> <p>Consider the use of staging to establish setting, as well as character and relationships.</p> <p>Analyse and evaluate the success and impact of personal and peer work.</p>				<p>Skills</p> <p>A thoughtful consideration of semiotics (props and costumes) in relation to the style of Non naturalistic Theatre.</p> <p>To continue to build on collaborative and creative skills to work independently within a time-frame.</p> <p>Analyse and evaluate the success and impact of personal and peer work.</p>				<p>Skill</p> <p>To refine their performance techniques to create a melodramatic performance.</p> <p>To continue refining their collaborative and creative skills to work independently within a time frame.</p> <p>Analyse and evaluate the success and impact of personal and peer work.</p>			
Assessment Opportunities	Multiple choice quiz		Practical performance		Multiple choice quiz		Practical performance		Multiple choice quiz		Practical performance	
Wider Learning	<p>PSHE: expectations of women, choices, socio-political issues, relationships, social responsibility.</p> <p>CEIAG: theatre practitioners, social policy, technical theatre, live action production, directing, script writing.</p> <p>Enrichment: Collaboration with The Windmill Magazine, Drama Club, Musical Theatre performances.</p>				<p>Cross Curricular: History link to exploring modern day issues and developing introductory knowledge of Greek Theatre. Links to PHSE exploring relationships.</p> <p>Literacy & Numeracy: Key words, spelling, critical and constructive writing, subject-specific terminology, script writing, analysis and evaluation of performance.</p> <p>Diversity: Exposing unrealistic roles/standards of women and young girls. Exploring current issues students are passionate about, as well as resonate in our community.</p>							





Tolworth Girls' School Curriculum Map

Y9 Drama



Y9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>GCSE: AQA</p> <p> 6 Hours Per Fortnight</p> <p>Brief Overview:</p> <p></p> <p>Students will have a working understanding of the GCSE set text, as well as different styles of theatre within theatre history to develop their devising skills.</p>	Greek Theatre (Unit 1)	Brecht & Epic Theatre (Unit 2)		Noughts and Crosses (Unit 3)	
	<p>Knowledge</p> <p>Students will have a working understanding of Greek Theatre, as well as create a choral performance focusing on the women of Troy.</p>	<p>Knowledge</p> <p>Students will have an in-depth understanding of Brecht and Epic Theatre, using relevant techniques to create a piece of political theatre.</p>		<p>Knowledge</p> <p>Students will have a comprehensive understanding of the play: the context, themes, characters, and relationships. The play will be explored practically and theoretically in order to answer exam questions in a sophisticated, insightful manner.</p>		<p>Knowledge</p> <p>Students will explore the style of naturalism, building on their understanding of genre and style in preparation for year 10. Independently, students will work on a Shakespearian monologue from a play, applying their vocal & physical skills</p>
	<p>Skills</p> <p>Develop choral speech and movement skills. Foster collaborative working and consider use of space. Analyse and evaluate the impact of work.</p>	<p>Skills</p> <p>Gain an understanding of a myriad of Brechtian techniques. Use semiotics appropriately. Analyse and evaluate the impact of work.</p>		<p>Skills</p> <p>Analytical skills to justify why actors and designers would make artistic choices. How to approach exam style questions. Understand how to appropriately use performance skills.</p>		<p>Skills</p> <p>Explore physical and vocal techniques to create convincing characters. Apply conventions in the style of a naturalism to create a naturalistic piece of theatre.</p>
Assessment Opportunities	Practical performance, multiple choice quiz & written evaluation	Practical performance, written evaluation. Long homework	Practical performance, written evaluation.	Practical performance. Long homework	Multiple choice questions and section B exam questions.	Practical performance and EOY written assessment and long homework.
Wider Learning	<p>PSHE: current social issues, roles of women, racism, inequality, discrimination, social class, prejudice.</p> <p>CEIAG: theatre practitioners, social policy, technical theatre, live action production, directing, script writing, project management.</p> <p>Enrichment: Drama Club, Musical Theatre performances.</p>			<p>Cross Curricular: History links to influential practitioners and the purpose of their work in relation to social changes, PHSE links to discussion and in-depth exploration of current-day issues.</p> <p>Literacy & Numeracy: Key words, spelling, critical and constructive writing, subject-specific terminology, script writing, analysis and evaluation of performance, learning to answer exam questions succinctly and concisely.</p> <p>Diversity: Exploring racism and prejudice in society, roles of women and communicating current issues to a modern-day audience.</p>		



Tolworth Girls' School Curriculum Map

Y10 Drama



Y10

**GCSE:
AQA**



6 Hours Per
Fortnight

Brief Overview:



Students will continue to develop their knowledge of the GCSE specification to develop practical skills and the ability to answer GCSE style questions.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Practitioners (Unit 1)	Devising (Unit 2) Noughts and Crosses (Unit 3)		Live Theatre (Unit 4) Devising (Unit 2)		
<p>Knowledge Students will develop an understanding of how to use non traditional theatre techniques to communicate a narrative. Students will physically explore Frantic Assembly & Verbatim and devise a piece of theatre.</p>	<p>Knowledge Students will respond to a stimulus to develop an original performance using the techniques of a chosen practitioner. Students will also write their logbook. The unit of work is 40% of the students' GCSE grade.</p> <p>Students will continue to develop their knowledge of Noughts and Crosses and the key theme, characters and issues in the play.</p>		<p>Knowledge Students will continue building their understanding of live theatre, including the role of a performer and director. Students will watch and evaluate live theatre, focusing on how meaning is created.</p> <p>Students to write section 3 and polish their logbooks using individualised teacher feedback.</p>		
<p>Skills To develop physical & verbatim theatre techniques.</p> <p>Explore how non traditional techniques can communicate a story.</p> <p>Analyse and evaluate the impact of work.</p>	<p>Skills Physical and vocal skills.</p> <p>Analyse and evaluate the impact of work.</p> <p>Practical application of a style.</p>		<p>Skills To develop and understand analytic and evaluative skills.</p> <p>Use subject-specific terminology confidently and accurately.</p> <p>Analyse and evaluate the impact of work.</p>		
Assessment Opportunities	<i>Multiple choice quiz and practical performance.</i>	<i>Section 1 and 2 of devising log, performances in class, and Devising exam.</i>		<i>Mock exam and section 3 of log book.</i>	

Wider Learning



PSHE: Devising stimulus exploring current-day topics, racism, inequality, discrimination, social class, prejudice.

CEIAG: theatre practitioners, social policy, technical theatre, live action production, directing, script writing, project management.

Enrichment: Drama Club. Musical Theatre performances.

Cross Curricular: PHSE links to discussion and in-depth exploration of current-day issues.

Literacy & Numeracy: Writing of GCSE devising log, analysis and evaluation of the impact of student work.



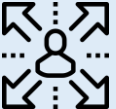
Diversity: Exploring racism and prejudice in society, roles of women and



Tolworth Girls' School Curriculum Map

Y11 Drama



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y11</p> <p>GCSE: AQA</p> <p> 5 Hours Per Fortnight</p> <p>Brief Overview:</p> <p> Students will complete the final areas of the GCSE curriculum, exploring scripts in practice and preparing for their summer exam.</p> <p>Assessment Opportunities</p>	<p>Devising and Live Theatre (Unit 1)</p>	<p>Texts in Practice (Unit 2)</p>	<p>Texts in Practice (Unit 2)</p>	<p>GCSE Exam Preparation</p>	<p>GCSE Exam Preparation</p>	<p>Public Exams</p>
	<p>Knowledge Students to refine their devising log books for submission. Recap the live theatre review structure, content, and questions.</p>	<p>Knowledge Students will be given two suitable scripts to study and practically perform in front of an external examiner. This is 20% of their GCSE grade.</p>	<p>Knowledge Student to continue to prepare for their Texts in Practice exam. Continue to explore Noughts and Crosses and live theatre review in preparation for summer exams.</p>	<p>Knowledge Students to finalise interpretation of Noughts and Crosses and live theatre review. Continue to rehearse scripted performances.</p>	<p>Knowledge Students to perform Texts in Practice exam. Lesson time focussed on written examination.</p>	
	<p>Skills To develop and understand analytic and evaluative skills. Use subject-specific terminology confidently and accurately.</p>	<p>Skills Vocal and physical skills. Commitment to rehearsals and line learning. Ability to respond to feedback.</p>	<p>Skills GCSE exam technique. Vocal and physical skills. Ability to analyse and evaluate performance.</p>	<p>Skills GCSE exam technique. Vocal and physical skills. Ability to analyse and evaluate performance.</p>	<p>Skills GCSE exam technique. Vocal and physical skills. Ability to analyse and evaluate performance.</p>	
	<p><i>Live theatre set question.</i></p>	<p><i>Mock written exam and practical performance.</i></p>	<p><i>Practical examination and timed exam questions</i></p>	<p><i>Practical examination and time questions</i></p>	<p><i>Practical examination and time questions</i></p>	
<p>Wider Learning</p> <p></p>	<p>PSHE: current social issues, roles of women, racism, inequality, discrimination, social class, prejudice.</p> <p>CEIAG: theatre practitioners, social policy, technical theatre, live action production, directing, script writing, project management, law, journalist.</p> <p>Enrichment: Drama Club, Musical Theatre performances.</p> <p>Cross Curricular: History links to significant examples of racism and discrimination, PHSE links to discussion and in-depth exploration of current-day issues.</p> <p>Literacy & Numeracy: Exam technique, analytical and evaluative writing.</p> <p>Diversity: Exploring racism and prejudice in society, roles of women and communicating current issues to a modern-day audience.</p>					



Tolworth Girls' School Curriculum Map

Y12 Drama



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y12	Practitioners	Colder Than Here & Live Theatre (Component 3)	Component 1: Devising	Component 1: Devising Component 3: Colder Than Here	Component 1: Devising Component 3: Colder Than Here	Component 1: Devising EXAM
A LEVEL: EDEXCEL	Knowledge Students to practically explore 4 practitioners in preparation for Component 1. Students will then devise a piece from a stimulus using one of the practitioners studied, as well as completing a portfolio of work.	Knowledge Students to explore Colder Than Here practically and theoretically with the aim to develop their own interpretation of the play. Students will explore how to analyse Live Theatre.	Knowledge Students to undertake the research and development for their devising unit. Students should draw on their practitioner knowledge to develop their work. Students will continue developing Live Theatre skills.	Knowledge Students to continue rehearsing and developing their devised performances. Continue to develop Colder Than Here interpretations.	Knowledge Students to continue developing their devising performances and begin work on their portfolios. Continue to develop Colder Than Here & Live Theatre understanding.	Knowledge Students to perform their devising performance. Students to complete the first draft of their portfolio.
 8 Hours Per Fortnight	Skills To develop and understand analytic and evaluative skills . Use subject-specific terminology confidently and accurately.	Skills Analytical and evaluative skills. Vocal and physical skills. Ability to respond to feedback .	Skills Ability to analyse and evaluate . Independent research.	Skills Vocal and physical skills. Ability to analyse and evaluate performance . Independent rehearsals.	Skills Vocal and physical skills. Ability to analyse and evaluate performance . Independent rehearsals.	Skills Vocal and physical skills. Ability to analyse and evaluate performance .
Brief Overview: <i>Students will begin developing their knowledge & understanding of the A Level specification develop practical skills and the ability to answer A LEVEL style questions</i>	Assessment Opportunities	Assessment Opportunities	Assessment Opportunities	Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
	<i>Practical performance and portfolio.</i>	<i>Mock written exam.</i>	<i>Live Theatre exam question.</i>	<i>Colder Than Here exam question.</i>	<i>Portfolio first draft & exam questions.</i>	<i>Component 1 exam.</i>



Wider Learning 	<p>PSHE: current social, cultural & political issues, inequality, discrimination, social class, prejudice, terminal illness.</p> <p>CEIAG: theatre practitioners, social policy, technical theatre, live action production, directing, script writing, project management, law, journalist.</p> <p>Enrichment: Drama Club, Musical Theatre performances.</p>	<p>Cross Curricular: PHSE links to discussion and in-depth exploration of current-day issues.</p> <p>Literacy & Numeracy: Exam technique, analytical and evaluative writing.</p> <p>Diversity: Exploring social issues, terminal illness and communicating current issues to a modern-day audience.</p>
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Tolworth Girls' School Curriculum Map

Y12 Drama



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<h1>Y12</h1> <h2>A LEVEL: EDEXCEL</h2>  <p>8 Hours Per Fortnight</p> <p>Brief Overview:</p>  <p>Students will begin developing their knowledge & understanding of the A Level specification develop practical skills and the ability to answer A LEVEL style questions</p>	Practitioners	Component 1: Devising	Component 1: Devising Component 3: Colder Than Here/Live Theatre	Component 1: Devising Component 3: Colder Than Here/Live Theatre	Component 1: Devising EXAM Component 1: Portfolio	Colder Than Here & Live Theatre (Component 3)
	<p>Knowledge</p> <p>Students to practically explore 4 practitioners in preparation for Component 1. Students will then devise a piece from a stimulus using one of the practitioners studied, as well as completing a portfolio of work.</p>	<p>Knowledge</p> <p>Students to undertake the research and development for their devising unit. Students should draw on their practitioner knowledge to develop their work. Students will continue developing Live Theatre skills.</p>	<p>Knowledge</p> <p>Students to continue rehearsing and developing their devised performances.</p> <p>Continue to develop Colder Than Here & Live Theatre understanding.</p>	<p>Knowledge</p> <p>Students to continue developing their devising performances and begin work on their portfolios.</p> <p>Continue to develop Colder Than Here & Live Theatre understanding.</p>	<p>Knowledge</p> <p>Students to perform their devising performance. Students to complete the first draft of their portfolio.</p>	<p>Knowledge</p> <p>Students to explore Colder Than Here practically and theoretically with the aim to develop their own interpretation of the play. Students will explore how to analyse Live Theatre.</p>
	<p>Skills</p> <p>To develop and understand analytic and evaluative skills.</p> <p>Use subject-specific terminology confidently and accurately.</p>	<p>Skills</p> <p>Ability to analyse and evaluate.</p> <p>Independent research.</p>	<p>Skills</p> <p>Vocal and physical skills.</p> <p>Ability to analyse and evaluate performance.</p> <p>Independent rehearsals.</p>	<p>Skills</p> <p>Vocal and physical skills.</p> <p>Ability to analyse and evaluate performance.</p> <p>Independent rehearsals.</p>	<p>Skills</p> <p>Vocal and physical skills.</p> <p>Ability to analyse and evaluate performance.</p>	<p>Skills</p> <p>Analytical and evaluative skills.</p> <p>Vocal and physical skills.</p> <p>Ability to respond to feedback.</p>
Assessment Opportunities	<i>Practical performance.</i>	<i>Exam question.</i>	<i>Exam question.</i>	<i>Portfolio first draft & exam questions.</i>	<i>Component 1 exam.</i>	<i>Mock written exam.</i>



Wider Learning 	<p>PSHE: current social, cultural & political issues, inequality, discrimination, social class, prejudice, terminal illness.</p>	<p>Cross Curricular: PHSE links to discussion and in-depth exploration of current-day issues.</p>
	<p>CEIAG: theatre practitioners, social policy, technical theatre, live action production, directing, script writing, project management, law, journalist.</p>	<p>Literacy & Numeracy: Exam technique, analytical and evaluative writing.</p> <p>Diversity: Exploring social issues, terminal illness and communicating current issues to a wider audience.</p>



Tolworth Girls' School Curriculum Map

Y13 Drama



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<h1>Y13</h1> <h2>A LEVEL: EDEXCEL</h2>  <p>8 Hours Per Fortnight</p> <p>Brief Overview:</p>  <p>Students to continue developing their knowledge & understanding of the A Level specification develop practical skills and the ability to answer A LEVEL style questions</p>	Component 1: Devising Component 3: Lysistrata/Antigone	Component 2: Text in Performance Component 3: Lysistrata/Antigone	Component 2: Text in Performance Component 3: Lysistrata/Antigone	Component 3: Lysistrata/Antigone Component 2: Text in Performance	Component 3 Component 2: Text in Performance (EXAM)
	Knowledge Students, who need to will refine their portfolios. Students will begin studying Lysistrata or Antigone and develop a reinterpretation for a modern day audience.	Knowledge Students to research an assigned play and develop an interpretation to present to the class in preparation for Component 2. Students to continue developing their Lysistrata/Antigon interpretations.	Knowledge Students should begin developing the practical performances. Students should draw on their practitioner knowledge to develop their work. Students will continue developing their Lysistrata/Antigone interpretations.	Knowledge Students to continue developing their understanding of the component 3 examinations. Continue to rehearse their practical performances.	Knowledge Students to perform their Component 2 exam. Students will continue to develop their analysis and evaluative skills for their Component 3 exam.
	Skills To develop and understand analytic and evaluative skills . Use subject-specific terminology confidently and accurately.	Skills Analytical and evaluative skills. Vocal and physical skills. Independent research.	Skills Ability to analyse and evaluate. Vocal and physical skills. Independent rehearsals.	Skills Vocal and physical skills. Ability to analyse and evaluate performance. Independent rehearsals.	Skills Vocal and physical skills. Ability to analyse and evaluate. Independent exam preparation.
Assessment Opportunities	<i>Devising portfolio</i>	<i>Live Theatre exam question.</i>	<i>Live Theatre exam question.</i>	<i>Component 3 exam questions.</i>	<i>Component 2 & 3 exam.</i>

Wider Learning



PSHE: current social, cultural & political issues, inequality, discrimination, social class,, social issue, prejudice, terminal illness.

CEIAG: theatre practitioners, social policy, technical theatre, live action production, directing, script writing, project management, law, journalist.

Enrichment: Drama Club, Musical Theatre performances.

Cross Curricular: PHSE links to discussion and in-depth exploration of current-day issues.

Literacy & Numeracy: Exam technique, analytical and evaluative writing.

Diversity: Exploring social issues, terminal illness and communicating current issues to a modern day audience