



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS



Drama curriculum map

“Theatre is a form of knowledge; it should and can also be a means of transforming society. Theatre can help us build our future, rather than just wait for it.” – Boal

Curriculum text – *A Christmas Carol* by Charles Dickens

Yr	Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>AO1- Y7 Students can: I make an exceptional contribution to the group's work, sharing ideas, listening and responding constructively.</p> <p>AO2- Y7 Students can: Use a range of performance skills in performance to show a believable character in places.</p> <p>AO4- Y7 Students can: I can describe my own work and attempt to give examples, I can also describe other peoples work. I can discuss and unpack the effectiveness of the performance and attempt to describe my impact.</p>	Introduction to Drama- Drama toolkit. Students explore basic skills and techniques in drama.	A Christmas Carol- exploring characterisation and scripts. AO1 (Create), AO2 (Perform) AO4 (Evaluate)	Darkwood Manor- Storytelling and teacher in role. AO1 (Create), AO2 (Perform) AO4 (Evaluate)	Darkwood Manor- Storytelling and teacher in role. AO1 (Create), AO2 (Perform) AO4 (Evaluate)	Musicals- joint SOL with Music. AO2 (Perform)	Musicals- joint SOL with Music. AO2 (Perform)
8	<p>AO1- Y8 Students can: I work co-operatively and sensitively with others, listening and offering advice and ideas.</p> <p>AO2- Y8 Students can: Use a wide range of performance skills in performance to show a highly believable character throughout.</p> <p>AO4- Y8 Students can: I can justify my own work and begin to comment constructively on other peoples. I can discuss and unpack the effectiveness of the performance and evaluate my impact.</p>	African AO1 (Create), AO2 (Perform) AO4 (Evaluate)	Fairy tales- Script writing/Adapting AO1 (Create), AO2 (Perform)	Commedia Dell A'рте AO1 (Create), AO2 (Perform)	A Midsummer Night's Dream AO1 (Create), AO2 (Perform) AO4 (Evaluate)	Devising using Stimuli AO1 (Create), AO2 (Perform) AO4 (Evaluate)	Devising using Stimuli AO1 (Create), AO2 (Perform) AO4 (Evaluate)
9	<p>AO1- Y9 Students can: I work co-operatively and sensitively with others, listening and offering advice, sometimes taking the lead, and ideas as well as identify areas for development.</p> <p>AO2- Y9 Students can: Use a highly extensive range of impressive vocal and physical skills to show an extremely believable character throughout.</p> <p>AO3- Y9 Students can: I am able to comment on the key ideas and elements of the drama practitioners, genres and styles studied.</p> <p>AO4- Y9 Students can: I can evaluate my own work in detail, giving specific details of what went well and how I can improve. I can discuss and unpack the effectiveness of the performance and evaluate my own impact and analyse and justify my group's intentions.</p>	Silent Movies Joint SOL with Music AO1 (Create), AO2 (Perform) AO4 (Evaluate)	Live Theatre Evaluation AO4 (Evaluate) Written evaluation of live theatre- in line with unit 2 AQA examination	Devising Drama-Music as Stimuli AO1 (Create) AO2 (Perform) Rehearsal assessment- work in progress- who is co-operating? Leading? Practical performance assessment- performing a devised piece to evoke meaning	Stage Combat AO1 (Create) AO2 (Perform) AO4 (Evaluate) Rehearsal assessment- work in progress- who is co-operating? Leading? Practical performance assessment- Performing using song and dance to express character and emotion. Monologues Evaluation of process and performance (written)	Exploration of practitioners- Stanislavski, Brecht AO1 (Create) On-going workshops- assess students' engagement and creativity when exploring practitioners practically- leading into AQA Drama.	
10	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p>	Baseline- Curious Incident of the Dog in the Night Time	Exploration of Practitioners- Boal, Artaud, Frantic	Using Stimuli for performance (Seven deadly sins)	Unit 2	Unit 2	Unit 1 Preparation
11		Unit 2 Devising	Unit 3- Texts in practise	Unit 3- Texts in Practise/ Unit 1	Unit 1- Exam Prep		
12	<p>AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>	Introduction/ Practitioners	Practitioners	Unit 2	Unit 1- Much ado about nothing/Clod Nine	Unit 1- Much ado about nothing/Clod Nine	Unit 3
13	AO4: Analyse and evaluate their own work and the work of others						

The national curriculum frame work for drama is fully covered by the SRPA curriculum provision.



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Music Curriculum Map

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” - Plato

Curriculum text – AB Guide to Music Theory

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p>PERFORMANCE - Y7 Students can: Use a range of performance skills to produce an effective performance.</p> <p>COMPOSITION Y7 Students can: I make an exceptional contribution to group work, sharing ideas, listening and responding constructively. I can effectively rehearse independently and in a group.</p> <p>APPRAISAL - Y7 Students can: I can listen and describe music and attempt to use keywords. I can discuss and unpack the effectiveness of a performance and attempt to describe my impact.</p>	Rhythm and Melody – Learn note values and pitches. Learn and play a piece of music on the keyboard.	Vocal Music – Learn about how to use the voice to create music. Compose a piece of experimental vocal music.	Popular Classics – History of music, the Baroque period. Learn and play a piece of Baroque music on the keyboard.	Whole Class Woodwind – In partnership with LMS, all students learn a woodwind instrument as a class. Play a piece on a Clarinet or Flute.	Caribbean Music – Learn about the key features of Caribbean music. Play a piece of Reggae on the Ukulele.	Oliver – Learn about the key features of Victorian music hall and the musical Oliver! Perform a song from the musical in conjunction with drama.
8	<p>PERFORMANCE – Y8 Students can: Use a wide range of performance skills to produce a highly effective performance.</p> <p>COMPOSITION Y8 Students can: I work co-operatively and sensitively with others, listening and offering advice and ideas. I can effectively rehearse independently and in a group.</p> <p>APPRAISAL – Y8 Students can: I can listen and describe music and use keywords. I can justify my own work and begin to comment constructively on other peoples. I can discuss and unpack the effectiveness of the performance and evaluate my impact.</p>	African Drumming – Learn about the key characteristics of African music. Compose and perform a piece of African music using Djembe drums.	Popular Classics – History of music, the Baroque, Classical and Romantic eras. Learn and play a waltz on the keyboard.	Solo Performance Project – Learn how to rehearse and perform effectively and independently. Perform a piece of your choice on an instrument of your choice.	Blues and Jazz – Learn about the key features of Blues and Jazz. Learn and play a piece of Blues music in pairs or small groups.	20 th Century Innovations – Learn the key features of modern musical movements. Compose a piece of Experimental music in small groups.	Event Planning – Learn how to plan and run a music event. Produce a ‘business plan’ for an event.
9	<p>PERFORMANCE – Y8 Students can: Use a wide range of performance skills to produce a highly effective performance.</p> <p>COMPOSITION Y8 Students can: I work co-operatively and sensitively with others, listening and offering advice sometimes taking the lead, and ideas as well as identify areas for development. I can effectively rehearse independently and in a group.</p> <p>APPRAISAL – Y8 Students can: I can listen and describe music and use a wide range of keywords. I am able to comment on the key ideas and elements of performances in the genres and styles studied. I can evaluate my own work in detail, giving specific details of what went well and how I can improve. I can discuss and unpack the effectiveness of the performance and evaluate my own impact and analyse and justify my group’s intentions.</p>	Film Music. Learn about film music techniques commonly used. Write a piece of music to fit a film/storyboard.		Samba Music. Learn about key features of samba music. <u>Perform samba music.</u> <u>Compose an ensemble piece of music.</u>	Musicals. Understand key features of musical theatre. Develop listening skills with increasing amounts of musical elements Understand influences from other genres.		
10	<p>Developing and applying the musical knowledge, understanding and skills set out in the GCSE specification to ensure students form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.</p> <ul style="list-style-type: none"> • Understanding music • Performing music • Composing music 	Music Theory – Recap and learn theory needed for course. Performance	Music Theory – Recap and learn theory needed for course. AOS1: Western Classical Tradition 1650 – 1910 Performance	Music Theory - Recap and learn theory needed for course. AOS2: Popular Music and Study Pieces Performance Composition 1	AOS2: Popular Music Performance Composition 1	AOS1: Study Piece Composition 1	Revision of AOS1 and 2 Composition 1
11	<p>OCR’s GCSE (9–1) in Music will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge.</p>	Coursework and Developing Listening Skills Recap of Year 11.	Composition and Developing Listening Skills	Performance and Composition AOS2: Concerto through Time AOS5: Conventions of Pop	Development of AO4: Rhythms of the World AOS4: Film Music All portfolio completed.	Revision of all AOS	
12							
13	<p>This qualification will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.</p>	Revision of Year 12 (Recap of AOS1-4).	AOS5: Fusions Focus on essay writing.	AOS6: New Directions	Revision of all AOS	Revision of all AOS	

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