AAN DRAMA CURRICULUM MAP

Curriculum rationale & design	At AAN by the end of KS3 all scholars in should have a confident understanding of a range of performance skills and dramatic techniques in a range of genres and eras and the ability to use and apply ideas in different contexts. This model allows for students to enter KS4 with a confident underpinning of the skills and knowledge required for Btec Performing Arts. At AAN we aim to provide a curriculum which allows students of all backgrounds to flourish, to experience practical subjects in an enjoyable way which models professional practice and high expectations and equips students with the skills and understanding to move onto careers in the Performing Arts industry or to study subjects at a higher level.
Curriculum aims	The aim of our curriculum is to: • To let students experience how it feels to be creative • To be able to realise ideas in a convincing way • To develop confidence • To develop presentation skills • To develop social and communication skills • To develop reflective and self evaluative skills
Assessment	Scholars complete two trust-wide assessments per year. Scholars also complete mastery quizzes each half-term along with regular in class assessments within topics. Each lesson begins with recall questions to quiz, recap, and consolidate scholars' knowledge.

2025 2026	**Autumn 1** **Unit 1**	**Autumn 2** **Unit 2**	**Spring 1** **Unit 3**	**Spring 2** **Unit 4**	**Summer 1** **Unit 5**	**Summer** **Unit 6**
Year 7	**Introduction to Drama/Pantomime** Introduction to pantomime – creating characters that are stereotypical of the genre. Understanding the use of comedy and exaggeration to create characters and storyline fitting to Pantomime. *Key Knowledge - Stock Characters, Origin, Fairytales, Exaggeration, Comedy, Mime, Direct Address, Audience Participation, Fourth Wall.*		**Silent Movies** Embedding an understanding of key movement skills in performance through the topic of Silent Movies. Students will gain understanding of the importance of facial expression, mime, movement and gesture during this half term as well as understanding the genre and in particular, how to create and perform slapstick		**Scripted (Kes)** Use of a given storyline to develop characterization and develop an understanding of the use of script. Students will learn how to work from a stimulus to develop a storyline. Students develop their devising skills and communication skills to create performances based on the script linked to local history. *Key Knowledge – Mime, dialogue, still image, choreography, atmosphere, use of space*	

		comedy. *Key Knowledge - Mime, Movement and Gesture, Facial Expression, Comedy, Rule of Three, Synchronised Movement, Slapstick.*	
Year 8	**Melodrama /Commedia dell'Arte** Looking at exaggeration and stock characters, with links to Pantomime from Y7 – creating characters that are stereotypical of the genre. Key skills are embedded by incorporating them into different performances. *Key Knowledge - Tension, Characterisation, Performing to a Genre, Pitch, Pace and Tone, Comedy Acting, Proxemics.* Looking at Commedia dell'Arte and developing the skills and knowledge to develop work using specific techniques such as crosstalk, invention and 'put on the spot'. Students will develop their techniques of characterisation and stock characters learned in the 'pantomime' scheme in Y7 and be able to perform in a Commedia style Key Knowledge - Status, ensemble, improvisation, characterisation, takes, body takes	**Physical Theatre** How to create setting/props using a student's physicality. How to create abstract drama (prior knowledge from Y7). Using key performance skills to create devised performances that are non-scripted. Using imagination to translate a story into a performance. *Key Knowledge - Devising, Communication, Physicality, Energy, Flexibility, Styled Movement*	**Responding to Stimuli** Key skills are embedded by incorporating them into different performances. These skills become more subtle and impressive. Students are given a range of stimuli to stimulate a range of styles and genres in their performance work. They develop movement skills and vocal skills. *Key Knowledge – Improvisation, projection, tone, pitch, pace, mime, gesture*
Year 9	**Teechers Scripted** Script work – 'Teechers' by John Godber. Gives students the opportunity to learn lines; this will also help in other subjects. Page to stage – using stage directions, playwright's intent potentially linking to Practitioners ideologies for G&T students. *Key Knowledge - Stereotypes, Stage Presence, Comedy, Characterisations, Confidence, Interpretation.*	**Shakespeare- Romeo & Juliet – Devised Theatre** Students develop skills based on Shakespeare's Romeo and Juliet through performance tasks and developing techniques such as choral speaking, slow motion and movement and gesture. Students work on key scenes from the play looking at how interpretation of the words can be demonstrated through vocal and body skills. *Key Knowledge - projection, pace, tone, pitch, gesture, mime, mirroring, articulation, slow motion.*	**Scripted - A Christmas Carol** By studying A Christmas Carol, students will develop their understanding of character, narrative, and theatrical storytelling while exploring the social and moral themes within the script. Through practical drama activities, they will build confidence in performance, communication, and collaboration as they bring the characters and events to life. Students will explore a range of drama skills, including voice, movement, facial expression, gesture, mime, improvisation, still images, thought-tracking, hot seating, and staging techniques. They will also develop their ability to interpret text, create believable characters, convey emotion, and evaluate their own and others' performances, fostering both

			creativity and critical thinking. The is also prior knowledge for the English literacy text in KS4.
Year 10	**Introduction – Working together and building skills** It is vital for students in KS4 to develop strong bonds and relationships prior to beginning assessment work, as well as develop the basic acting and performance skills needed to succeed in the BTEC course. This unit enables students to interact using a range of ensemble techniques, to work in a range of different groups and to develop communication and acting skills. *Key knowledge: communication, focus, physical skills, performance skills, stage presence, emotion memory and self-evaluation skills.*	**Component 1 Exam – Exploring the Performing Arts** Component 1 exam released at the start of January, students work on this until deadline in May. Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.	**Techniques in the Performing Arts** Students will develop their directing and acting skills as a 'mock' exam for the Y11 exam. They will work from a given brief to plan, create, direct, perform and review their own performance. Students will develop their research skills, record their thoughts and feelings about the process of developing a piece of theatre from beginning to end. *Key knowledge: developing knowledge of the staging and directing process, responding to a brief and continuation of key skills from previous unit.*
Year 11	**Component 2 exam – Developing Skills and Techniques in the Performing Arts** Component 2 exam released at the start of September, students work on this until deadline in December. Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.	**Component 3 exam** Component 3 exam brief released in January, students work on this until deadline in May. Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.	