



Key Stage 4 Curriculum Journey: (Drama)

The drama curriculum is intentionally designed to be accessible, inclusive and challenging to all students across the key stages which ensures our commitment to the delivery of effectively planned and delivered lessons. The drama department expertly engage students in a range of dramatic experiences which develops their skills of confidence, concentration, creativity, empathy and sensitivity. The moral content of the topics plays a crucial role in developing the students to be empathic and sensitive. The content covered ensures they are able to understand and communicate the key features of issues being studied including bullying, family matters and religion amongst others. Beyond the curriculum, broader learning experiences such as performance trips are a fundamental and integral part of the drama curriculum and these enrichment opportunities are used to strengthen the curriculum-based learning, consolidating and enhancing their understanding of drama in context.

YEAR 10 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	Blood Brothers Exam technique	Devising drama, exploring stimulus. Written course work section 1	Devising drama, exploring stimulus. Written course work section 2	Devising - exploring a stimulus exam Devising - completing the log	Devising - completing the log Component 1 revision	Rehearsal of a year 11 scripted performance Component 1 revision
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Analysis and evaluation of the work of live theatre makers Performance techniques on stage Characterisation Group communication 	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Analysis and evaluation of the work of live theatre makers Performance techniques on stage Characterisation Creating drama from a stimulus Creative thinking Group communication 	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Analysis and evaluation of the work of live theatre makers Performance techniques on stage Characterisation Creating drama from a stimulus Creative thinking Group communication 	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Analysis and evaluation of devised performance ideas and techniques. Performance techniques on stage Characterisation Creating drama from a stimulus Creative thinking Group communication 	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Analysis and evaluation of devised performance ideas and techniques. Performance techniques on stage Characterisation Creating drama from a stimulus Creative thinking Group communication 	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Performance techniques on stage Characterisation Creating drama from a stimulus Group communication Working from a script Learning dialogue/lines Rehearsal technique and warm up skills
GCSE Assessment Objectives	Component 1 – Understanding drama Section A: multiple choice (4 marks) Section B: four questions on a given extract from the set play chosen (44 marks) Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)	Component 2 – Devising drama (practical) Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work	Component 2 – Devising drama (practical) Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work	Component 2 – Devising drama (practical) Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work	Component 1 – Understanding drama Component 2 – Devising drama (practical)	Component 2 – Devising drama (practical) Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work
MAPs	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.





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YEAR 11 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	Performance of a script	Performance of a script	Performance of a script - Exam	Exam revision	Exam revision	
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Performance techniques on stage Characterisation Group communication Working from a script Learning dialogue/lines Rehearsal technique and warm up skills Communication of meaning on stage Apply theatrical skills to realise artistic intentions 	<ul style="list-style-type: none"> Performance techniques on stage Characterisation Group communication Working from a script Learning dialogue/lines Rehearsal technique and warm up skills Communication of meaning on stage Apply theatrical skills to realise artistic intentions 	<ul style="list-style-type: none"> Performance techniques on stage Characterisation Group communication Working from a script Learning dialogue/lines Rehearsal technique and warm up skills Communication of meaning on stage Apply theatrical skills to realise artistic intentions 	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Analysis and evaluation of devised performance ideas and techniques. Performance techniques on stage Characterisation Creative thinking Theatre rolls and terminology Retrieval of important information in regards to set text 	<ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Analysis and evaluation of devised performance ideas and techniques. Performance techniques on stage Characterisation Creative thinking Theatre rolls and terminology Retrieval of important information in regards to set text 	
GCSE Assessment Objectives	<p>Component 3 – Performance of a script</p> <p>Performance of two extracts from on play (students may contribute as performer or designer)</p> <p>Free choice of play, but it must contrast with the set play chosen for component 1</p>	<p>Component 3 – Performance of a script</p> <p>Performance of two extracts from on play (students may contribute as performer or designer)</p> <p>Free choice of play, but it must contrast with the set play chosen for component 1</p>	<p>Component 3 – Performance of a script</p> <p>Performance of two extracts from on play (students may contribute as performer or designer)</p> <p>Free choice of play, but it must contrast with the set play chosen for component 1</p>	<p>Component 1 – Understanding drama</p> <p>Section A: multiple choice (4 marks) Section B: four questions on a given extract from the set play chosen (44 marks) Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)</p>	<p>Component 1 – Understanding drama</p> <p>Section A: multiple choice (4 marks) Section B: four questions on a given extract from the set play chosen (44 marks) Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)</p>	
MAPs	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	Performance skills continually assessed through informal recordings/practicals. Written MAPs assessing the component 1 style framework.	

