

KS4 Long Term Curriculum Plan: Drama Year 11 2026/7

Curriculum Aim:

In Drama we aim to prepare students for their GCSE exams whilst encouraging students to explore and enjoy different genres and styles of drama, both as audience and as performers and to develop a strong awareness and evaluative view of the subject. Our students will devise drama and explore texts practically. We aim to give students the skills and knowledge to progress to KS5 and also to develop clear transferable skills: Collaboration with others, analytical and evaluative skills, independent thought and the confidence to pursue their own ideas and reflect and refine their efforts

Link to prior learning: The subject builds on key skills and knowledge learned through drama as a discrete subject in Chace at KS3 and build on development made in Year 10. Analytical skills learnt through self-evaluation and preparation, use of subject specific vocabulary along with performance skills including scriptwork and devising and an awareness of desired and expected audience expectations are refined and polished.

Rationale of sequencing: We begin the year with the second and primary devising project designed to provide 40% of the final grade and directly building on the student's experience of devising and completing rehearsal logs in Year 10. The exam is completed December of that year leaving time to prepare for their Drama written mock exam in January 2022. Here we revisit the key set text, 'Blood Brothers' by Willy Russell along with the theatre review. These have been and will be re-introduced throughout the GCSE through spiral learning techniques to fully embed knowledge and understanding. Following the January PPE we focus on the scriptwork units (20% externally examined), building on prior experience of scriptwork and continuing to replicate the structure of Year 10. This will be examined in March/April, depending on the exam board. This unit runs parallel to the completion of the 2400 word portfolio, again building on the students' experience of Year 10. The remainder of the year is spent revisiting the needs of the written exam.

wb 28th Nov- practical PPE week yr11; 05-14 dec- yr 11 PPE

wb 20march yr 11 PPE

	Focus / Topic	Knowledge & Skills (from Programmes of Study)	Assessment
Autumn	Devising drama Performance and 3 part portfolio 'Blood Brothers' by Willy Russell Theatre Review	Students create and develop ideas to communicate meaning in a devised theatrical performance. They draw on and demonstrate a practical understanding of the subject through the carrying out of research, the development of their own ideas, collaboration with others, rehearsal and refinement of the work in progress. Students will analyse and evaluate their own process of creating devised drama. Embedding of understanding of the following: Characteristics of performance text and key terminology. Social, cultural and historical contexts in which the performance text studied is set, including the theatrical conventions of the period in which the performance text was created. How meaning is interpreted and Communicated. A general awareness of stage configurations and the key roles and responsibilities of theatre makers in contemporary professional practice. A further outside evening theatre visit will be arranged to further develop knowledge and understanding of professional theatre and of contemporary theatre. Students will learn how to analyse and evaluate the work of live theatre makers including how the play has been interpreted in the production seen and the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers	Practical performance of a piece between 4 and 20 minutes length in groups of no less than 2 and no more than 6. 3 section written log of no more than 2,500 words. Performance Assessment – December 2021; Completed portfolio deadline: March 2022
Spring		This unit is assessed practically. Students will learn how to contribute to text-based drama in a live theatre context for an audience. They must draw on and demonstrate a practical understanding of the subject and must develop their ability to interpret texts and create and communicate meaning. They must also realise	Students must perform two extracts from one play which contrasts to the set

	Scriptwork	artistic intention in text-based drama. Practically, they will learn how to commit dialogue to memory for 2 extended performances, a group piece and an extended direct address monologue; they will develop the ability to interpret and sustain a character as appropriate to the demands of the performance, refine a range of vocal and physical skills and techniques and develop an appropriate performer/audience relationship.	play studied in Component 1. The group piece must be between 4 and 20 minutes length in groups of no less than 2 and no more than 6. The monologue must be 120 seconds in duration. Both pieces must be accompanied by written artistic intentions
Summer 1	Blood Brothers & Theatre review	Students to explore and refine the characteristics of the performance text with regard to: • genre • structure • character • form • style • language • sub-text • character motivation and interaction • the creation of mood and atmosphere • the development of pace and rhythm • dramatic climax • stage directions • the practical demands of the text. Students will also explore and refine the social, cultural and historical contexts and how meaning is interpreted and communicated. A final outside evening theatre visit will be arranged to further refine knowledge and understanding of professional theatre and of contemporary theatre. Students will refine their ability to analyse and evaluate the work of live theatre makers including how the play has been interpreted in the production seen and the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers	EOY written exam.

Further Information

Drama at KS4 relies on trust and the ability to co-ordinate and work constructively in a group while taking responsibility for one's own development. A lot is about self-motivation and self-assessment – subjective rather than objective.

All students will be expected to attend extra-curricular work. In Year 10 this is primarily practical, in which the group as whole will arranged time to come back and rehearse and develop their practical pieces.

The Course Specification: <https://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF>

DFE Subject content: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/589145/Drama_GCSE_revised2017_FORMATTED__004_.pdf