KS4 Long Term Curriculum Plan: Drama/Year 10 2021-2023

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 performer, 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. 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.
Rationale of sequencing: We begin the course with a short sequence of exercises designed to socialise a new class and refocus on key practitioners and their processes looking at Drama terminology. From here we explore the key set text, 'Blood Brothers' by Willy Russell; we do this both practically, to prepare for later scriptwork performances and also through written work, focusing on the subjective nature of the written work in Drama. These are re-introduced throughout the GCSE through spiral learning techniques to fully embed knowledge and understanding. The first devising project prepares students for future practical units whilst also producing assessable performances, should students be unable to complete this in Y11. The scriptwork mock exam prepares the student and makes them fully aware of the needs and requirement for the fully realised performance that will be externally examined in Year 11.

	Focus / Topic	Knowledge & Skills (from Programmes of Study)	Assessment
Autumn	Drama Terminology Socialisation 'Blood Brothers' by Willy Russell	Develop understanding of characteristics of performance text and key terminology. Develop understanding of 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. Explore how meaning is interpreted and communicated. Develop a general awareness of stage configurations and the key roles and responsibilities of theatre makers in contemporary professional practice. Practically, students will learn how to commit dialogue to memory for an extended performance, developing 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. Students will create and communicate meaning in a live theatre context, realising their artistic intention for a live audience. Students will research and interpret texts, rehearse, refine and amend work in progress. Students will perform, analyse and evaluate both their own process, and the work of others in creating live theatre.	Practical performance of short scenes studies. Practical performance of chosen monologues. Artistic intentions (100 words maximum) Written Evaluation – (500 words approximately). **Assessment – December**.
Spring	Devising drama Performance and 3 part portfolio	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, developing their own ideas and collaborating with others, through rehearsal and refinement of the work in progress. Students will analyse and evaluate their own process of creating devised drama.	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 – March; Completed portfolio deadline: April

Summer 1	Mock scriptwork – preparation for Texts in practice. Short Scene Study and Direct Address Monologue	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 artistic intention in text-based Drama. Students must commit dialogue to memory and learn text they are performing. They must develop the ability to interpret and perform a character as appropriate to the demands of the performance.	Students must perform two extracts from one play which contrasts to the set play studied in Component 1. Performance: End of May
Summer 2	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. An outside evening theatre visit will be arranged, either in Summer 1 or Summer 2, restrictions pending to 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	**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 arrange times to come back and rehearse and develop their practical pieces.

In the final term of Year 10 there will be after school sessions to help support students with written work.

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