



Intent: The KS4 curriculum encourages students to become confident performers and designers with the skill they need for a bright and successful future. We've built in as much opportunity as possible for students to do what they like best – participate in performance. All students devise drama. All students explore texts practically and work on two text-based performances. Students can be sure to gather many invaluable skills, both theatricals and transferable, to expand their horizons. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

Drama Year 10 & 11	Workshop of skills Y10 Sep - Dec	Unit 2 – Devising Y10 Jan - June	Unit 3 – Scripted Performance Y11 Sep – December	Unit 1- Understanding Drama Throughout
Knowledge (facts, information, concepts and key terminology)	To develop the knowledge of performance skills focusing on a range of practitioners, styles and genres of theatre. Students will get a range of techniques that they can apply in their GCSE performances.	To explore and develop understanding of the devising process using stimulus material provided by the exam board. Ten different stimuli, such as music, images, art, newspaper articles and poetry are the basis for their work.	To know how a published play is brought to life for an audience and performed / staged to a visiting examiner. Plays will contrast with the Unit 3 text studied below.	This is a written exam in two parts. Part A is an analysis of a play, 'Blood Brothers', and how this could be staged from a variety of perspectives. Part B is a review of a live theatre performance.
Understanding (ability to connect and synthesise knowledge within a context)	Students will develop an understanding of how practitioners apply theatre using a range of different stimuli and explore a range of styles and apply this.	Students must develop their ability to carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress and analyse and evaluate their own process of creating devised drama.	To explore the social, cultural and historical contexts, the theatrical conventions of the texts studied to show understanding how meaning is developed through characterisation and performance space.	Students will understand characteristics of performance text(s) and dramatic work(s) of Blood Brothers. The social, cultural and historical background of the text and understand live theatre and how to review this.
Skills (successful application of knowledge and understanding to a specific task)	To show knowledge and understanding by using these techniques in performance: Physical theatre, Clowning, Drama mediums, Brecht, Stanislavski, Greek Theatre and Berkoff.	To show knowledge and understanding through the ability to use these techniques in performance and evaluation: staging, characterisation, practitioner support and developing meaning to the audience.	To apply knowledge and understanding of the characteristics and context of a whole play and explore ideas for how the play may be interpreted practically as a performer. They will create own ideas, collaborate with others and Rehearse, refine and amend their work in progress.	To analyse how successfully meaning was communicated to the audience by the performers.
Formal Assessments (those done by all/vast majority of the cohort)	Students will be assessed on the final performance. This will be based around the stimulus of their chose along with the practitioner of their chose.	Devising log (60 marks) Devised performance (20 marks) 80 marks in total 40% of GCSE	Performance of Extract 1 (20 marks) and Extract 2 (20 marks) 40 marks in total 20% of GCSE	Written exam: 1 hour and 45 minutes, open book, 80 marks and 40% of GCSE.

By the end of the year students on course for at least a grade 5 will be understand and apply knowledge making, performing and responding to drama. They will confidently explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created and develop a range of theatrical skills and apply them to create performance. They will work collaboratively to generate, develop and communicate ideas and develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance.