

KS4 Curriculum

CURRICULUM INTENT? What does Drama help young people achieve at KS4? Why have you made these curriculum choices?

The KS4 Drama curriculum covers a board range of drama, theatre and performance skills.

Students study devising and work on how to respond creatively to a stimulus and performance skills to provide clear foundation for NEA devising unit of work. This develops students ability to respond creatively to a stimulus, use and apply a range of drama techniques successfully and establish effective and engaging characters.

Students look at a extracts of a range of texts as this provides them with a board range of performance options and genres to explore in their scripted performance work. Students develop vocal and physical skills and learn about how to show characterisation in performance.

Students experience live theatre and learn how to critically evaluate live theatre and performance work and this provides them with cultural experience and capital. This provides students with the option to evaluate key scenes, acting and design elements.

Students study a set text and work on how to stage this text and key extracts as an actor, director and designer. Students learn to justify their artistic and dramatic choices.

Students learn group work skills, confidence, speaking and listening skills and this all links to the GCSE specification.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 10 Course Outline	Year 11 Course Outline	Opportunities beyond the classroom
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<p style="text-align: center;">Autumn Term</p>	<p><i>Knowledge:</i> Students will study the Set text of An Inspector calls as part of their written exam. Students need to understand the original performance conditions and historical context of the play in 1946. Students need an overview of the welfare state and post WW2 Britain.</p> <p>Students need understand the plot of An Inspector calls in detail. To understand the characters of the play. To explore the vocal and physical skills of each character and how they change during the play. To develop design concepts for costume, set, sound, lighting, staging, props and stage furniture. To understand how to direct aspects of the play and the impact you want on the audience. To have knowledge of the themes of Inspector calls and the original performance conditions of the play.</p> <p><i>Key Skills:</i></p> <p>Students can understand the play, its plot and content. Explain how to act and perform each character through use of vocal skills, physical skills, stage space and stage directions. Justification of ideas as a designer and director with the use of examples to support work. Understand how to answer exam questions as an actor, designer and director. Justify your choices as an actor, director and designer and use specific examples to explain and justify your work.</p>	<p><i>Knowledge:</i> To complete portfolios of the devised performance. To complete and perform devised performance in front of a audience for NEA.</p> <p>To rehearse extracts of script to begin to select final exam piece for performance.</p> <p>To rehearse and present 2 extracts from a play as a performer / designer.</p> <p>Set text of An Inspector calls. To understand the plot of An Inspector calls. To understand the characters of the play. To explore the vocal and physical skills of each character and how they change during the play. To develop design concepts for costume, set, sound, lighting, staging, props and stage furniture. To understand how to direct aspects of the play and the impact you want on the audience. To have knowledge of the themes of Inspector calls and the original performance conditions of the play.</p> <p>To see a live a theatre performance and review the performance. Students should evaluate and analyse the performance in term of the acting. This will include the characters created, the use of physical and vocal skills and their effectiveness on stage and connection to the audience.</p> <p><i>Key Skills:</i></p>	<p>Visit to live theatre productions, local and regional theatres, West End, London and fringe are all great places to see theatre.</p> <p>Involvement in school plays and productions.</p> <p>Visits to museums, art galleries to develop cultural capital and explore time periods, styles and genres that can be linked to theatre and drama.</p> <p>National theatre live to watch live theatre in a cinema setting</p> <p>Look at joining local drama groups, Amateur dramatics.</p> <p>Literary Society – offers a KS3 Book Club and a variety of theatre trips, museum visits and workshops</p>
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		<p>To present a creative and engaging examination performance. Apply assured use of vocal and physical skills in performance. Perform an assured and comprehensive characterisation. Apply correct genre and style to performance showing understanding of artistic intentions of the piece.</p> <p>Students can understand the play, its plot and content. Explain how to act and perform each character through use of vocal skills, physical skills, stage space and stage directions. Justification of ideas as a designer and director with the use of examples to support work.</p> <p>Students can evaluate a live performance through use of key vocab and key scenes.</p> <p>Interpret and critical analyse a live performance.</p>	
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<p style="text-align: center;">Spring Term</p>	<p>To explore a range of stimulus and begin to understand how stimulus are used to develop ideas for performances.</p> <p>To use stimulus to explore themes, issues, topics and characters.</p> <p>To explore the devising process and understand how work and performances can be developed.</p> <p>To learn how to include, develop and use drama techniques in devising and have knowledge of</p> <p>To introduce the contrast of performance styles that devising theatre and contemporary theatre companies can have such as frantic assembly.</p> <p>To explore examples of different extracts of performance texts and styles of performance in order to present performances of text to an audience.</p> <p><i>Key Skills:</i> Group work and collaboration. Apply and explore drama techniques to develop devised performances To use role and improvisation to develop characters and scenes for devising.</p> <p>To use vocal and physical skills to establish characters and interpret a text for performance.</p> <p>To understand how to rehearse and perform an extract of text to an audience.</p>	<p><i>Knowledge:</i> To rehearse and present 2 extracts from a play as a performer / designer. To rehearse</p> <p><i>Key Skills:</i> To present a creative and engaging examination performance. Apply assured use of vocal and physical skills in performance. Perform an assured and comprehensive characterisation. Apply correct genre and style to performance showing understanding of artistic intentions of the piece.</p>	
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<p style="text-align: center;">Summer Term</p>	<p><i>Knowledge:</i></p> <p>To interpret a stimulus in a creative way.</p> <p>To rehearse ideas and devised scenes, perform scenes and then evaluate and refine work in order to develop devised work.</p> <p>To select appropriate drama techniques to develop response to stimulus, role plays and devised scenes and ideas.</p> <p>To analyse work through critical thinking and evaluation of devising process. To understand how to create a character and a devised performance in the form of a portfolio.</p> <p>Students should develop the use of drama techniques in their group performance to work to enhance the plot, style, structure, form and genre of the performance. Students should reflect and evaluate on these key elements of their performance as well as significant moments in rehearsal as part of their portfolio.</p> <p><i>Key Skills:</i></p> <p>To create imaginative responses to a stimulus.</p> <p>To create an imaginative and engaging devised performance that has well rounded and in-depth characters.</p> <p>Use of drama techniques supports is creative and enhances the form and style of the performance.</p>	<p><i>Knowledge:</i></p> <p>To apply knowledge of the set text (An Inspector Calls) to exam questions.</p> <p>To understand the role of the actor, director and Designer in relation to key extracts and the whole play.</p> <p>To evaluate, analyse and interpret a live theatre performance with knowledge of performance skills of the acting and design elements like set, props and stage furniture, lighting, sound, costume and staging.</p> <p><i>Key Skills:</i></p> <p>To develop written exam skills.</p> <p>To apply knowledge of the set text to exam questions.</p> <p>To answer exam questions as an actor with use of specific examples to the extract of text in the exam.</p> <p>To answer exam questions as a director with use of specific examples to the extract of text in the exam. Answers and knowledge is linked to the original performance conditions of the play (post WW2 Britain). The directing a character in the extract should allow students to show how vocal skills, physicality, stage space and stage directions are explained and used within the extract and the whole play. Points are justified and link to the effect on the audience and show an understanding of the characterisation.</p> <p>To critical analyse and evaluate a live theatre performance with knowledge of performance skills and design elements from the production.</p>	
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	<p>Group work is supportive and allows for evaluation and refining of work in response to their stimulus and students remain flexible to adapt and change the plot and characteristics of performance.</p> <p>To reflect and evaluate devising process from start to finish.</p>		
Key Independent Learning Resources			GREAT READS
<p>National theatre Live National theatre website https://www.nationaltheatre.org.uk/ V&A Museum https://www.vam.ac.uk/collections/theatre-performance https://getintotheatre.org/ https://www.digitaltheatre.com/ BBC Bitesize GCSE Pod Sam Learning</p>			<p>An inspector calls – J.B Priestly Two – Jim Cartwright Bouncers – John Godber Teachers – John Godber Shakers – John Godber Orphans – Dennis Kelly Girls like that 5 kinds of silence Grim tales – Carol Ann Duffy</p>