



DRAMA

CURRICULUM SEQUENCING

EXAM BOARD RATIONALE

Our exam board at KS4&5 is AQA. The schemes of learning structured to fully achieve syllabus requirements and ensure students get 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 and develop as performers with a comprehensive appreciation for design in other technical aspects such as sound, lighting, set, costume and properties. Through training in the course, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

As well as working to practically participate in performance, learners work to write from their skills with knowledge and understanding in a written exam paper designed to help all students realise their full potential. A variety of question styles ask students to combine what they've learned about how drama is performed with their practical experience and imagination.

The curriculum and AQA specification ensures continuity for students progressing from GCSE Drama to A-level Drama and Theatre. Students who go on to A-level are already familiar with studying a whole set text for the written paper. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All of these aspects feature in the A-level as well as the GCSE.

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. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

The Drama curriculum from Y7 through to GCSE, offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students create, perform and respond to drama, informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout their drama training. The subject content is divided into three components: Understanding Drama, Devising Drama and Texts in Practice.

KEY SUBJECT SKILLS

Assessment Objective	FOCI
A01 20%	Create and develop ideas to communicate meaning for theatrical performance.
A02 30%	Apply theatrical skills to realise artistic intentions in live performance.
AO3 30%	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
AO4 20%	Analyse and evaluate their own work and the work of others.

BASELINE EXPECTATIONS

Knowledge and Skills Expectations

Key Stage 3 & 4

Understanding Drama:	<p>Learners will be taught to:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the characteristics and context of a whole play • explore ideas for how a play may be interpreted practically • understand how a play is interpreted in productions seen and what messages a company might be trying to communicate • identify and understand the skills demonstrated by performers and how successful meaning is communicated to an audience by performers in performance • identify and understand design skills demonstrated in productions and how successful meaning is communicated to an audience through design.
Devising Drama:	<p>Learners will be taught to:</p> <ul style="list-style-type: none"> • carry out research • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress • analyse and evaluate their own process of creating devised drama • create and communicate meaning • realise artistic intention in devised drama

**Performing
Drama:**

Learners will be taught to:

- interpret texts
- create and communicate meaning
- realise artistic intention in text-based drama
- learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances
- develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance
- develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking
- develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement
- develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance
- adopt the latest safe working practices.

ASSESSMENT

Year	Formative	Summative	Calendared Term	Core Topics to be assessed with ongoing Retrieval Task and Understanding of Drama
7	Ongoing	End of term 2 Practical End of term 4 Practical End of term 6 Written	2 4 6	2 AO1, AO2. Text in Performance: 'The Awkward Customer' 4 AO1, AO2, AO3. Devising & Text in Performance: Physical Theatre & 'Revolting Rhymes' 6 AO1, AO2, AO3, AO4. Devising: Stage Fighting and Choreography.
8	Ongoing	End of term 2 Practical End of term 4 Practical End of term 6 Written	2 4 6	2 AO1, AO2. Devising: Skills of the Actor 4 AO1, AO2, AO3. Devising: Mask in Performance 6 AO1, AO2, AO3, AO4. Text in Performance: Monologue 'Real' & Duologue 'Blood Brothers'
9	Ongoing	End of term 2 Practical End of term 4 Practical End of term 6 Written	2 4 6	2 AO1, AO2, AO3. Devising: The Dramatic Elements, Staging in the Round, Realism in Performance 4 AO1, AO2, AO3. Devising & Text in Performance: Physical Theatre 6 AO1, AO2, AO3, AO4. Devising: Theatre in Education 'Identity & Self-Esteem'
10	Ongoing	End of term 5 Comp 2 Practical	2 4 5	2 AO1, AO2. Devising: Characterisation and Skills of the Actor 4 AO1, AO2, AO3, AO4. Devising: Theatre in Education 'Personal Development Curriculum' 5 AO1, AO2, AO3, AO4. Devising: T.I.E. Understanding Drama & Text in Performance: 'Blood Brothers'
11	Ongoing	End of term 2 Comp 3 Extract 1 Practical End of term 3 Comp 3 Extract 2 Practical End of term 2&4 Comp 2 Devising Log	2 3 4	2 AO1, AO2, AO3, AO4. Text in Performance: Extract 1 'Hansel & Gretal' 3 AO1, AO2, AO3, AO4. Text in Performance: Extract 2 'Hansel & Gretal' 4 AO1, AO2, AO3, AO4 Understanding Drama: Comp 1 Written Exam

BRIEF VISION BEHIND SEQUENCING

KEY STAGE 3

The Drama curriculum at KS3 is structured for learners at this stage in their Drama education; to build belief in themselves and their individual skills as a person and actor so they can **confidently collaborate** and **communicate** in wide ranging contexts. The sequenced schemes and activities are rich with practical active knowledge / skills-based workshops, where learners embed their understanding through rehearsal and practice, in cooperative groupings. This all promotes learners to be self-operable; possess excellent interpersonal skills; work **reciprocally**; and be **observant, creative** and **open to new thinking**. Learners become **confident, practiced** and **masterful** in their collaboration and communication skills.

KEY STAGE 4

The KS4 Drama curriculum, covers wide ranging forms of stimuli, for learners to **engage** with, **explore, deconstruct, debate, form opinions** and **take ownership to artistically construct** their own presentations and performances. The schemes of learning are constructed to meet and work beyond components of work set by the exam board AQA. Outcomes include a devised drama in the form of a T.I.E, Theatre-in-Education piece with stimuli from the Personal Development curriculum. Secondly, learners work to produce performance outcomes from script, giving rich understanding of performance constructs which support written demands for communication in their written exam. All experiences and stimuli material used, is to **grow social, cultural, political, moral** and **historical understanding and knowledge**. This includes various texts, imagery and live art which enables learners to **skilfully create** unique outcomes, communicated using **appropriately applied practitioners, techniques**, and **performance skills**, defining performance style and genre. Learners know how to **communicate their desired meaning and intent** to inform and educate their audiences.

DRAMA CURRICULUM SEQUENCING

		Autumn			Spring			Summer				
Year	Topic & Big Questions	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	Text in Performance: 'The Awkward Customer'	Performance Assessment: Interpretation of Text. Skill application of Characterisation, Emotions and Emotive Development, Staging.	AO1 AO2	PRIOR LEARNING: N/A LINKS TO THE FUTURE: Scripted performance Y8 Monologue, Duologue.	Devising & Text in Performance: Physical Theatre & 'Revolting Rhymes'	Performance Assessment: Ensemble Working, shaping and dynamic delivery.	AO1 AO2 AO3	PRIOR LEARNING: Scripted performance, characterisation and staging. LINKS TO THE FUTURE: Y9 Physical Theatre Y11 Hansel & Gretel Physical Theatre to Text.	Devising: Stage Fighting and Choreography.	Written Assessment: Terminology. Writing to DESCRIBE skill delivery of the actor. In context.	AO1 AO2 AO3	PRIOR LEARNING: Staging, physical theatre, shape and contact work, sequencing movement and transition. LINKS TO THE FUTURE: Y9 Chorography and Physical Theatre Work.
8	Devising: Skills of the Actor	Performance Assessment: Vocal Elements, Mime and Action, Actors Sight-line application to Focus Points.	AO1 AO2	PRIOR LEARNING: Skills of the actor in Scripted Performance LINKS TO THE FUTURE: All scripted and devised performance work Y8-11.	Devising: Mask in Performance	Performance Assessment: Mask Working Fundamentals. Characterisation, Spatial Management, Focus Delivery	AO1 AO2 AO3	PRIOR LEARNING: Y8 Term 1 Skills of the Actor LINKS TO THE FUTURE: Y8 Monologue & Duologue, Y9 Term 1 Devising, Y10 Skills of the Actor, Y11 Text in Performance.	Text in Performance: Monologue 'Real' & Duologue 'Blood Brothers'	Performance Assessment: Characterisation, Staging, Skill Delivery of the Actor. Written Assessment: Writing to Describe and Explain skill delivery of the actor in context.	AO1 AO2 AO3 AO4	PRIOR LEARNING: Y8 Terms 1 & 2 LINKS TO THE FUTURE: Y9 Term 1 Devising, Y10 Skills of the Actor, Y11 Text in Performance.
9	Devising: The Dramatic Elements, Staging in the Round, Realism in Performance	Performance Assessment: Implementation of skill delivery to communicate and control dramatic elements within realism	AO1 AO2 AO3	PRIOR LEARNING: Focus & sightline work, staging, scripted performance and acting skills. LINKS TO THE FUTURE:	Devising & Text in Performance: Physical Theatre	Performance Assessment: Base and Flyer choreographic composition and performance delivery.	AO1 AO2 AO3	PRIOR LEARNING: Y7 Propless Theatre and Stage fighting LINKS TO THE FUTURE: Text in Performance Y11	Devising: Theatre in Education 'Identity & Self-Esteem'	Performance Assessment: Performance delivery and communication to meet Aims & Intentions of a Devised Drama.	AO1 AO2 AO3 AO4	PRIOR LEARNING: Y8 Devising & Skills of the Actor LINKS TO THE FUTURE: Y10 T.I.E Devising

		performance in the round.		GCSE Text in Performance / Understanding Drama						Written Assessment: Writing to Describe, Explain and Analyse skill delivery of the actor in contextual moment within devised drama.		
10	Devising: Characterisation and Skills of the Actor	Performance Assessment: Range of skills are demonstrated. Precision and effective delivery of skills deployed. Appropriate, personal and sensitive interpretation of stimuli and context. Success in communication of Artistic intentions.	AO1 AO2	PRIOR LEARNING: Y7, 8 & 9 Scripted and Devised Performances, Skills of the Actor Schemes. LINKS TO THE FUTURE: Theatre in Education, Text in Performance and Understanding Drama Units of Work.	Devising: Theatre in Education 'Personal Development Curriculum'	Devised Performance and Written Log Assessment: AQA Assessment Criteria Comp2	AO1 AO2 AO3 AO4	PRIOR LEARNING: Y7, 8 & 9 Scripted and Devised Performances, Skills of the Actor Schemes. LINKS TO THE FUTURE: Text in Performance and Understanding Drama Units of Work.	Devising: T.I.E. Understanding Drama & Text in Performance: 'Blood Brothers'	Devised Performance and Written Log Assessment: AQA Assessment Criteria Comp 2 & 1	AO1 AO2 AO3 AO4	PRIOR LEARNING: Y7, 8 & 9 Scripted and Devised Performances, Skills of the Actor Schemes. LINKS TO THE FUTURE: Text in Performance and Understanding Drama Units of Work.
11	Text in Performance: Extract 1 'Hansel & Gretal'	Performance Assessment: Range of skills are demonstrated. Precision and effective delivery of skills deployed. Appropriate, personal and sensitive interpretation of stimuli and context. Success in communication of Artistic intentions.	AO1 AO2 AO3 AO4	PRIOR LEARNING: Y7, 8, 9 & 10 Scripted and Devised Performances, Skills of the Actor Schemes Y7-10 LINKS TO THE FUTURE: Text in Performance Extract 2 and Understanding Drama Units of Work.	Text in Performance: Extract 2 'Hansel & Gretal'	Performance Assessment: Range of skills are demonstrated. Precision and effective delivery of skills deployed. Appropriate, personal and sensitive interpretation of stimuli and context. Success in communication of Artistic intentions.	AO1 AO2 AO3 AO4	PRIOR LEARNING: Y7, 8, 9 & 10 Scripted and Devised Performances, Skills of the Actor Schemes Y7-11. LINKS TO THE FUTURE: Theory in Practice to Comp 1	Understanding Drama: Comp 1 Written Exam	Written PPE & Exam: AQA Comp1 Assessment Criteria	AO1 AO2 AO3 AO4	PRIOR LEARNING: Y7, 8, 9 & 10 Scripted and Devised Performances, Skills of the Actor Schemes Y7-11. LINKS TO THE FUTURE: