

KS4 Long Term Plan 2022-2023

Subject: Drama

Exam Board: AQA



Statement of Intent

The Drama Department aims to develop a range of transferrable skills that are relevant to all students. Drama involves imagination and provides students with opportunities to learn about different cultures, places and times in a practical way. It is important that our students gain confidence, communication skills, creativity and imagination in a safe environment where they are free to experiment and express themselves.

Drama at St Paul's is varied, practical and creative. Students have opportunities to be exposed to a wide range of scripts, devised stimuli and technical elements, including looking at work by key practitioners and directors to allow the students to decide on the aspects of theatre they enjoy the most. Students develop a theoretical and practical knowledge of Drama. They also learn how to evaluate and critique peer and professional work to enable them to progress and expand their ideas further. Regular trips to the theatre is the core of the department; allowing students to experience first-hand the power of theatre and give them an insight into numerous career possibilities such as teaching, law, social work, medicine, theatre craft to name a few.

Statement of Implementation

The curriculum in Drama is planned and delivered by specialist teachers of Drama at all Key stages. Our two brand new Drama spaces, allow students to experience drama in a fully equipped drama space and have access to a wealth of resources, which include: props and costume cupboard/ scripts/ lighting board/ sound board/ computer for design and implementation of sound and projections/ video cameras/ stage blocks and set flats.

Lesson content and structure

KS4 groups are taught in option groups and have 3 x 50 minute lessons per week.

The lessons are clearly structured so they are introduced to the specification at the start of year 10, completing an introductory unit, followed by completing a mock component 2 performance by February half term. This allows us to have a baseline for C2 and gives students' individualised feedback to help them make an informed decision in planning their final component 2 devised piece towards the end of year 10.

Students also study their set text 'Blood Brothers' initially through a practical exploration. This allows them to apply the skills of needed for section A and B of the written paper, for example:

- Genre
- character
- sub-text
- character motivation and interaction
- the creation of mood and atmosphere
- the development of pace and rhythm
- dramatic climax
- stage directions

By the end of year 10 30% of their final grade (component 2) is completed.

We also have 'stage ed' come a complete a workshop on Blood Brothers with year 10 and 11 yearly. This has proved to be invaluable in helping students understand the text and apply their knowledge of the script.

Year 11

At the start of year 11, they are exposed to a wide range of scripts, such as 'A Taste of Honey', 'Girls like that' and 'Blue Remembered Hills', that cover different genres and time periods. This allows them to make an informed decision on the script extracts that they then choose for their final component 3 exam. Developing their knowledge from KS3, they are then able to develop the skills of:

- Use of performance space and spatial relationships on stage
- Use of performance space and spatial relationships on stage relationships between performers and audience
- Performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines
- Performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression.

Giving the students the opportunity in both component 2 and 3 to either take the performance route, or the design route, allows students to have a firm understanding of the roles and responsibilities of theatre makers in contemporary professional practice have, for example:

- Playwright
- Performer
- Understudy
- Lighting designer
- Sound designer
- Set designer

- Costume designer
- Puppet designer
- Technician
- Director
- Stage manager
- Theatre manager

As well as applying stage positioning and staging configurations to their own work.

Students also continue to develop their knowledge and understanding for Component 1; completing a full mock paper in December, and another paper in February. In addition to this, students complete a 'mock' component 3 exam in February. These two grades, along with the firm 30% of the component 2 grade from year 10, gives us a sound forecast grade. Finally, as component 3 is externally assessed, we aim to book the examiner for April, allowing students' time to focus and revise the content for the final written paper in May/June.

Marking and feedback

At KS4, students complete component 2 (devised NEA) of the GCSE specification in year 10. Component 3 is externally marked. In addition to this, at least one written/ practical assessment is completed half termly. Blue assessment books with purple pen reflection is evidence of assessment marking and whole-class feedback. Students complete a full mock paper in year 10, and 2 full mock papers in year 11. Students will respond to teacher feedback by initiating their own INT (I need to) in their assessment reflection. The department moderates all papers, making sure marking is as accurate as possible. In addition, 2 teachers mark the NEA and moderate. The HoD will complete a book scrutiny (dives) on two occasions and feedback to all staff members individually. Homework is set weekly at KS4 and interleaves content from the written exam.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 10 Autumn 1	Blood Brothers (5 weeks) C1- Section A and C (2 weeks)	AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.	Written exam Q's assessment paper
Yr 10 Autumn 2	Frantic assembly Holocaust SOW (7 weeks)	AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance.	Practical assessment Mock exam
Yr 10 Spring 1	Genres of theatre (2 weeks) C2 devised + section 1 write up (4 weeks)	AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance.	Coursework
Yr 10 Spring 2	C2 devised exam + section 2 and 3	AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others.	Coursework C2 exam (C2: Practical and coursework completed)
Yr 10 Summer 1	C1 PPE revision (6 weeks)	AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others.	C1 MOCK exam
Yr 10 Summer 2	Script exploration ready for C3 (DNA)	AO2: Apply theatrical skills to realise artistic intentions in live performance.	C3: Practical mock exam
Yr 11 Autumn 1	Start C3 Practical Play exploration (1 week) Extract 1 (6 weeks)	AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.	Practical mock exam extract 1
Yr 11 Autumn 2	C1 content revision Revise extract 1 Choose Extract 2 (last week)	AO1: Create and develop ideas to communicate meaning for theatrical performance. • AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others.	C1 mock exam
Yr 11 Spring 1	Extract 2 (5 weeks) C1 PPE revision (2 x theory lessons last 2 weeks of term/ 1 x practical)	AO2: Apply theatrical skills to realise artistic intentions in live performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. • AO4: Analyse and evaluate their own work and the work of others.	
Yr 11 Spring 2	Extract 1+2 C3 focus + FINAL EXAM	AO2: Apply theatrical skills to realise artistic intentions in live performance	PPE exam C1 C3 exam
Yr 11 Summer 1	C1 revision and FINAL EXAM	AO3: Demonstrate knowledge and understanding o how drama and theatre is developed and performed. • AO4: Analyse and evaluate their own work and the work of others.	C1 Exam