Key Stage 4 LTP

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| **Curriculum Intent** |
| The drama department aims to create a safe and stimulating environment where we cater for students of all abilities. We aim to develop individual talents and help all students grow in confidence through active participation in drama, thrive on challenge and gain skills that will benefit them through life. Students will experience and learn about a broad range of drama styles and genres; lessons are structured to help students develop a broad set of skills as well as an overall appreciation for the arts. The development of these skills encourages self-confidence and self-awareness which link effectively to the school’s tree of values and Catholic Ethos. Drama promotes the development of the individual in a group context: roles and ideas are negotiated, problems solved, and decisions made together.  We have shaped the curriculum in a manner to ensure that students are exposed to the different facets of the GCSE in each year group but without unnecessary repetition. Successful completion of the Drama GCSE demands a wide range of skills and therefore these skills will be explored explicitly and implicitly.  All subject matter is treated sensitively and with thought for our vulnerable and disadvantaged learners. Where appropriate, resources for individual classes will be adapted and, as a department, we will ensure that no body is made to feel ill at ease.  This is a new curriculum for 2019-20 and thus all schemes are at present schemes in progress. We aim to evaluate their success at the end of each term in our department meetings and through pupil and parent feedback and make appropriate changes for the year ahead.  *“All the world’s a stage and all the men and women merely players.”* William Shakespeare |

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| **Prior Learning Summary** |
| Students within the new KS3 curriculum will be exposed to many of the different skills. The KS3 curriculum is rigorous and ensures that students understand the reality of the GCSE as well as being GCSE ready. |

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| **Curriculum Structure – Year 9** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 10** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 11** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Year 9

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| **Unit A – Approaches to a text – Hard to Swallow – Practical and theoretical Exploration** | |
| **Overview** | This is not the GCSE text that students will use in their terminal exams but is a fantastic way to ensure that the processes are explored without the final subject matter becoming stale.  The text will first be explored practically. Students will examine all scenes but focus on different skills or aspects in each lesson. Students will then utilise this learning to understand how to answer exam style questions from an actor or design point of view.  **Assessments:**   * Practical: Direct and act in a key scene of the group’s choice. (AO2) * Written: Exam Style questions for the text (AO3) |
| **Aims** | * To understand what is meant by documentary theatre. * To understand the social and historical context of the play. * To appraise structure and style. * To evaluate the portrayal of different characters. * To explore tempo and rhythm * To explore the impact of different stages * To explore key aspects of design, lighting and sound. * To utilise rehearsal techniques to explore different aspects of the play * To construct written responses to questions. |

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| **Unit B – Live Theatre Review (Please note that this unit will run alongside unit A as it is taught by a separate teacher)** | |
| **Overview** | Students will move from being passive watchers of drama to theatre critics within this unit. Students will learn technical ideas about acting skills (voice, movement, etc) , lighting design, costume and make up and begin to utilise this knowledge to appraise a production and write about it in a sophisticated fashion.  **Assessment:**  Live Theatre Review Exam Question (AO4) |
| **Aims** | To develop knowledge and understanding of how drama and theatre is developed and performed.  To analyse and evaluate the work of others.  To understand how directors and producers interpret scripts for their productions.  To analyse specific skills by performers and evaluate their success.  To analyse specific design choices made and evaluate what impact they had on the audience |

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| **Unit C – Component 2 Projects** | |
| **Overview** | Students complete group extracts, trios, and duologues from several different plays based upon the assessment criteria from component 2. They will also explore how productions are put together including creating rehearsal schedules, lighting design, sound costume and set. This unit will link to the renowned practitioner Stanislavski and require students to consider aspects of his system including emotional memory and super objective as well as development of character.  **Assessments:**   * Assessed individual contribution to a group performance. * AO2 – performing from a text. Designing for a text. |
| **Aims** | * To study and present extracts from productions in groups. * To apply theatrical skills to realise artistic intentions. * To apply design skills to realise artistic intentions. |

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| **Unit D – Component 1 – Practitioner Workshops – Brecht, Boal, Berkoff, Stanislavski** | |
| **Overview** | Students learn about Stanislavski, Brecht and Berkoff. Students apply their theories and practices to extracts of script and create a performance in that style.  Students explore how to consider stimulus and their work will culminate in a mock Component 1: ‘Danger is Everywhere’. Students will then rehearse and refine their pieces. Students take their performance to a primary school they also undertake a drama workshop with their audience. They follow this up with presentation version of the ‘portfolio’ and then students produce and deliver a workshop to chosen Year 7 class on the final week of term  If there is time, the students will also learn how to perform a Shakespearean text linking to their English lessons.  **Assessments:**   * Practical delivery of devised piece (acting or design). * Written Mock Portfolio and Evaluation. |
| **Aims** | * To study a range of practitioners and explore stimulus using these techniques. * To learn how to create and develop ideas to communicate meaning in a devised theatrical setting. * To learn how to contribute to a devised drama as either an actor or a designer. * To communicate meaning. * To apply theatrical skills * To analyse and evaluate their own work. |

**Year 10 – from 2020 onwards** (A separate outline for this year’s year 10 is being followed due to a different curriculum in year 9 – they have started with Unit F and will then complete a revision unit for unit E between unit H and I)

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| **Unit E – Approaches to a Text – DNA – Practical and theoretical** | |
| **Overview** | This is the GCSE text that students will use in their terminal exams. Students begin exploring ‘DNA’. In doing so they will develop their knowledge and understanding of the ways in which drama can create meaning for an audience.  The text will first be explored practically. Students will examine all scenes but focus on different skills or aspects in each lesson. Students will then utilise this learning to understand how to answer exam style questions from an actor or design point of view.  **Assessments:**   * Practical: Direct and act in a key scene of the group’s choice. (AO2) * Written: Exam Style questions for the text (AO3) |
| **Aims** | * To understand what is meant by social commentary theatre. * To analyse how the cyclical narrative is demonstrated * To understand the social and historical context of the play. * To appraise structure and style. * To evaluate the portrayal of different characters. * To explore tempo and rhythm * To explore the impact of different stages * To explore key aspects of design, lighting and sound. * To utilise rehearsal techniques to explore different aspects of the play * To construct written responses to questions. |

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| **Unit F – Genre Workshops – Physical Theatre, T.I.E and Musical Theatre** | |
| **Overview** | Students will explore Physical Theatre (and the various subgroups of this genre), Theatre in Education and Musical theatre in a series of workshops. Students will explore how to take the specific conventions and concepts of the genres and apply them to their devised work. Different stimulus will be explored for each genre. Students will be grouped to be assessed for each mini unit and then will be assessed finally in an evaluation of one genre.  **Assessment**:   * Practical mini devised pieces (AO2) * Evaluation of one performance (AO4) |
| **Aims** | * To study a range of genres and explore stimulus using these techniques. * To learn how to create and develop ideas to communicate meaning in a devised theatrical setting. * To learn how to contribute to a devised drama as either an actor or a designer. * To communicate meaning. * To apply theatrical skills * To analyse and evaluate their own work. |

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| **Unit G – Aspects of Design (1 lesson a fortnight alongside unit F or H)** | |
| **Overview** | Students will learn about lighting, sound, set and costume design. Students will begin to consider how component 2 scripts and/or DNA could be designed to realise the production. and explore how the different effects take the play from page to stage.  **Assessment:**   * Detailed annotation and exploration of a script with accompanying illustrations. * Extended task: Produce either a costume or stage box design for a key scene. |
| **Aims** | * To study a range of design techniques and elements. * To consider how different scenes with sample C2 and C3 texts could be explored for design. * To explore how different stage types need to be adapted for different styles of design. * To consider the practical implications of different design aspects for actors. |

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| **Unit H – Component 2 Mocks** | |
| **Overview** | Students complete either in groups of 4, trios, or duos 2 scenes from a selected play based upon the assessment criteria from component 2. They will also explore how productions are put together including creating rehearsal schedules, lighting design, sound costume and set. This will again link to the renowned practitioner Stanislavski and require students to consider aspects of his system including emotional memory and super objective as well as development of character.  **Assessment:**   * Assessed individual contribution to a group performance. * AO2 – performing from a text. Designing for a text. |
| **Aims** | * To study and present extracts from productions in groups. * To apply theatrical skills to realise artistic intentions. * To apply design skills to realise artistic intentions. |

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| **Unit I – Component 1 Preparation and revision for Written Mocks** | |
| **Overview** | Students will receive their choices of stimulus; groups will be decided and time will be spent planning this important part of their GCSE. They will be expected to explore all of the stimulus options before deciding on their choice and consider how they will begin to incorporate their practitioner or genre. By the end of the summer term they should have decided on groups, have an overview of their ideas and begun to devise and rehearse.  **Assessment**:   * Interim part 1 one of portfolio * Detailed plan of piece and presentation of research. |
| **Aims** | * To apply a chosen practitioner or genre to a stimulus and explore using specific techniques. * To research chosen stimulus in depth. * To learn how to create and develop ideas to communicate meaning in a devised theatrical setting. * To learn how to contribute to a devised drama as either an actor or a designer. * To communicate meaning. * To apply theatrical skills * To analyse and evaluate their own work. |

**Year 11**

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| **Unit J – Component 1 Preparation for final exams and coursework submission** | |
| **Overview** | Students will incorporate their practitioner or genre to their devised piece and continue to rehearse and refine their performances, using practitioner specific rehearsal techniques. At the same time, students will write up notes in their component 1 Portfolios. Assessments take place before half term and the evaluation exam will take place just after Half term (or before if time allows.  **Assessments:**   * Final Component 1 performance/ design * Final portfolio * Final evaluation exam |
| **Aims** | * To apply a chosen practitioner or genre to a stimulus and explore using specific techniques. * To apply their research to their chosen stimulus in depth. * To create and develop ideas to communicate meaning in a devised theatrical setting. * To contribute to a devised drama as either an actor or a designer. * To communicate meaning. * To apply theatrical skills * To analyse and evaluate their own work. * To develop a range of theatrical skills and apply them to create performances * To work collaboratively to generate, develop and communicate ideas * To develop as creative, effective, independent and reflective learners able to make informed choices in process and performance |

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| **Unit K – Component 2 Preparation for Practical Exam** | |
| **Overview** | Students complete either in groups of 4, trios, or duos, 2 scenes from a selected play based upon the assessment criteria from component 2. This play must be pre-2000.  **Assessment:**   * Assessed individual contribution to a group performance. * AO2 – performing from a text. Designing for a text. |
| **Aims** | * AO1 Create and develop ideas to communicate meaning for theatrical performance * AO2 Apply theatrical skills to realise artistic intentions in live performance * apply knowledge and understanding when making, performing and responding to drama * explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created * develop a range of theatrical skills and apply them to create performances |

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| **Unit L – Component 3 Revision** | |
| **Overview** | Students will revise ‘ILYM’ In doing so they will develop their knowledge and understanding of the ways in which drama can create meaning for an audience.  They will revise both practically and theoretically. Students will examine all scenes but focus on different skills or aspects in each lesson. Students will then utilise this learning to understand how to answer exam style questions from an actor or design point of view. Students will revise all aspects of the play and how to effectively answer exam questions. |
| **Aims** | * To understand what is meant by social commentary theatre. * To analyse how the cyclical narrative is demonstrated * To understand the social and historical context of the play. * To appraise structure and style. * To evaluate the portrayal of different characters. * To explore tempo and rhythm * To explore the impact of different stages * To explore key aspects of design, lighting and sound. * To utilise rehearsal techniques to explore different aspects of the play * To construct written responses to questions. |