

Ks4 Curriculum 2023-2024

	Year 10			Year 11		
	Knowledge and skills	Enrichment	Cross- Curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1 Sept - Dec	<p><u>Introduction to Devising</u> Introducing the concept of Devising and key techniques that can be used to create original Drama – drawing on KS3 knowledge of key techniques – through practitioners: The Paper Birds (Verbatim) Frantic Assembly (Physical Theatre) Bertolt Brecht (Epic Theatre)</p> <p>Exploring 5 chosen stimuli (that reflect current affairs and historical events) to workshop ideas and devise original Drama.</p> <p><u>Workshops:</u> A teacher-led process where students are presented with potential practical ideas to explore for scene material. These ideas can later be used in their official Devised project. Notes and ideas documented in exercise books.</p>	<p>Theatre trips</p> <p>Live Streams Club</p> <p>National Theatre Connexions</p> <p>Full school production</p> <p>Workshops with Practitioners</p> <p>Designers Club</p>	<p>History – key historical events (The Holocaust)</p> <p>LIFE – current affairs, mental health</p>	<p><u>Component 3: Texts in Practise</u> Continued work on chosen exam extracts in groups allocated by the teacher – mixed ability.</p> <p>Potential texts for GCSE could include:</p> <ul style="list-style-type: none"> - A Monster Calls - Things I know to be True - Curious Incident of the Dog in the Night-time - Top Girls - Blue Remembered Hills - Be My Baby <p>Exploring key extracts as monologues, duologues and group performances in preparation for externally assessed exam.</p> <p><u>MIDCYCLE ASSESSMENT</u> 4, 8 and 12 mark question completed in timed conditions</p> <p>Students will need to learn their lines over the Christmas holidays at the latest to allow time for refining rehearsals in Cycle 2.</p>	<p>Theatre trips</p> <p>Live Streams Club</p> <p>National Theatre Connexions</p> <p>Full school production</p> <p>Workshops with Practitioners</p> <p>Designers Club</p> <p>KS3 production support</p>	<p>History – key historical events (The Holocaust)</p> <p>LIFE – current affairs, mental health</p>

	<p><u>MIDCYCLE ASSESSMENT</u> Students present a short performance every fortnight demonstrating their understanding of each stimulus using techniques from their workshops. Feedback provided by teacher.</p> <p>1 theory lesson a fortnight introducing Section A & B of Component 1: Roles and responsibilities of stage manager, theatre manager, director and design roles. Stage configuration and positioning.</p> <p>Homework research tasks to explore the pros and cons of different stage layouts:</p> <ul style="list-style-type: none"> - Proscenium arch - End on - Thrust - In the round - Traverse - Promenade <p>These layouts are explored practically both in devising workshops and set text practical tasks to understand them in a practical context.</p> <p>Section B: Blood Brothers</p> <ul style="list-style-type: none"> - Key context of the play (historical, social and cultural) 			<p>EXTERNAL PRACTICAL EXAM WINDOW – FEB – MAY</p> <p>1 theory lesson a fortnight introducing Section C of Component 1 – live theatre review</p> <p>Practise questions set as homework and weekly intervention sessions to go through exam technique.</p> <p><u>MIDCYCLE ASSESSMENT</u> Nov Mock Exam: Full Paper</p> <p>Students will be developing and refining their key extracts with emphasis on characterisation to enhance their performance.</p> <p><u>END OF CYCLE ASSESSMENT</u> Scratch performance where students showcase their current work to their peers and receive feedback from peers and teachers in line with the success criteria</p>		
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	<ul style="list-style-type: none"> - Introduction of key characters - Preparing 4 mark answers from GCSE paper <p>END OF CYCLE ASSESSMENT Completion of first element of their component 2 coursework explaining their initial ideas for the 5 different stimuli.</p> <p>Section A of Component 1</p>					
Cycle 2 Jan – April	<p>Component 2 – Devising Drama Devising an original piece of Drama from a chosen stimulus. Students pick ONE stimuli from Cycle 1 to develop and devise a performance. Groups are mixed ability.</p> <p>Inspiration from practitioners and styles of theatre they have explored in Cycle 1 through research and class tasks.</p> <p>MIDCYCLE ASSESSMENT Two 4-mark questions Multiple choice questions from Section A</p> <p>Completion of coursework: Section 1: Initial ideas (written in the first 4 weeks) Section 2: Development (due week before performance)</p>	<p>Live Streams Club</p> <p>Full school production</p> <p>Drama club assistants</p> <p>Designers Club</p>	<p>History – key historical events (The Holocaust)</p> <p>LIFE – current affairs, mental health</p>	<p>Component 3: Texts in Practise Rehearsals and feedback sessions on performance of key extracts. Students should peer assess each other and regularly showcase their work to gain feedback from their peers and not just specialist staff.</p> <p>Feedback should be rooted in the marking criteria.</p> <p>Students should consider design factors of their extracts and prepare costumes and set accordingly with guidance.</p> <p>MIDCYCLE ASSESSMENT 4, 8, 12 and 20 mark questions completed in timed conditions</p> <p>FEB HALF TERM – REHEARSALS</p>	<p>Live Streams Club</p> <p>Full school production</p> <p>Drama club assistants</p> <p>Designers Club</p>	

	<p>Section 3: Evaluation (completed in controlled conditions post-practical exam in class)</p> <p>Students keep detailed notes after each lesson on what has been completed to support Section 2 of coursework. Interim deadlines set and weekly intervention offered to provide regular feedback for improvement.</p> <p>FEBRUARY HALF TERM – PRACTICAL INTERVENTION</p> <p><u>MIDCYCLE ASSESSMENT</u> Scratch performance where students showcase their current work to their peers and receive feedback from peers and teachers in line with the success criteria</p> <p>EASTER – COURSEWORK INTERVENTION Tech & Dress rehearsals completed afterschool the week before agreed exam date.</p> <p>Internally marked during one or two school days (depending on number of groups)</p>			<p><u>MIDCYCLE ASSESSMENT</u> Practical completion of Component 3 : End of Feb/Beginning of March Externally assessed.</p> <p>1 theory lesson a fortnight all 3 sections.</p> <p>Practise questions set as homework and weekly intervention sessions to go through exam technique.</p> <p>March Mock Exam: Full Paper</p> <p><u>Component 1 – Understanding Drama</u> All 3 sections:</p> <ul style="list-style-type: none"> - Roles and responsibilities - Blood Brothers - Live Theatre <p>Re-cap and revision of roles and responsibilities, stage configuration and positioning.</p> <p>Fine tuning answers for 4, 8, 12 and 20 mark exam questions.</p> <p>Re-capping structure for Live Theatre Review and re-watching the production.</p> <p><u>MIDCYCLE ASSESSEMENT</u> Live theatre review mock in timed conditions in class</p>		
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	<p>Practical completion: End of Cycle 2 Coursework completion: End of Cycle 2/End of first week back after Easter</p> <p>1 theory lesson a fortnight focussing on Component 1 Section B: Blood Brothers set text</p> <ul style="list-style-type: none"> - 8 and 12 mark answers - Key scenes explored practically and then written up in the exam style - Practise questions are set as homework - <p><u>END OF CYCLE ASSESSMENT</u> Completion of the practical element of Component 2 – Creating Original Drama worth 30% of overall GCSE</p> <p>8 and 12 mark question completed in timed conditions</p>			<p>EASTER – EXAM INTERVENTION</p> <p>GCSE WRITTEN EXAM:</p>		
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<p>Cycle 3 May – July</p>	<p><u>Component 1 – Understanding Drama</u> Section A and Section B of the written paper. Re-cap and revision of roles and responsibilities, stage configuration and positioning.</p> <p>Exam practise for structuring answers for 4, 8, 12 and 20 mark exam questions.</p> <p><u>MIDPOINT ASSESSMENT</u> 20 mark question for Blood Brothers</p> <p><u>Component 3: Texts in Practise</u> Introduction to chosen scripted texts. Potential texts for GCSE could include:</p> <ul style="list-style-type: none"> - A Monster Calls - Things I know to be True - Curious Incident of the Dog in the Night-time - Top Girls - Blue Remembered Hills - Be My Baby <p>Students must read the full play and explore TWO key extracts practically. They will be:</p> <p>Analysing a script Creating characters Understanding how to achieve dramatic aims and intentions in performance.</p>	<p>Theatre trips</p> <p>Live Streams Club</p> <p>Drama club assistants</p> <p>Designers Club</p>				
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	<p>Exploring key extracts as monologues, duologues and group performances in preparation for externally assessed exam.</p> <p>2 theory lessons a fortnight refining Component 2 Section A and B in preparation for EOY Mock.</p> <p><u>END OF CYCLE ASSESSMENT</u> EOY Mock Exam: Section A & B of Component 1</p>					
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