



KS4 Curriculum: Drama

Curriculum Vision

AQA GCSE Drama 8261

Drama and Theatre Studies at Chelmsford County High School for Girls should inspire students to develop inquisitive minds and teach them how to explore life through the arts. It should develop their understanding of the function of drama in society and equip them for life with the necessary skills to become reflective, responsible adults, with the ability to make a positive contribution to the wider world. Drama is an important component in creating a well-rounded person, giving essential opportunities for growth and challenge beyond the mere subject content.

The Drama and Theatre curriculum empowers students to explore a complex range of characters and circumstances through a variety of dramatic forms. We aim to create bold and dynamic performers as well as reflective, critical and analytical academics.

Throughout Key Stage Four students will extend their practical skills through the study of set text, devising their own work and performing script. They will gain understanding of how Live Theatre is crafted and be able to express this fluently for the written NEA and examination. They will also learn to write using specialist terminology. Their understanding of how drama is created and performed will be extensive; this will be developed through the exploration of both practical and written work.

Curriculum Profile

Year 10

Autumn Term 1	Autumn Term 2
<p>Introduction to drama- A brief unit focused on building creative collaboration and improvisation skills.</p> <p>Devising Unit</p> <ul style="list-style-type: none"> Students will be introduced to a stimulus and will explore the 	<p>Set Text study Part 1:</p> <ul style="list-style-type: none"> Students will examine the contexts of the play <i>Blood Brothers</i>. Practically and theoretically explore scenes from the play.

<p><i>stimulus over 8 lessons, leading to a final internally assessed small group performance.</i></p> <ul style="list-style-type: none"> • <i>Students will learn a range of explorative strategies.</i> • <i>Students will apply these explorative strategies into final role play to create effective dramatic work.</i> 	<ul style="list-style-type: none"> • <i>Be introduced to the question structures in the Component 1 written exam.</i> • <i>Learn about lighting, sound, and costume subject specific vocabulary.</i>
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Spring Term 1	Spring Term 2
<p>Introduction to performing script</p> <ul style="list-style-type: none"> • <i>Students will explore the text 'Bouncers' by John Godber.</i> • <i>Introduction to ensemble acting.</i> • <i>Practical workshop sessions on the required acting style.</i> 	<p>Revision for Year 10 exams</p> <ul style="list-style-type: none"> • <i>Students will revisit their understanding of Blood Brothers</i> • <i>Lessons will focus on structuring answers and examining exemplar materials.</i> <p>Devising Theatre- Component 2</p> <ul style="list-style-type: none"> • <i>Students will be provided with stimulus material by teaching staff.</i> • <i>In allocated groups, students will generate a concept for a performance collaboratively and they will then create, rehearse, and refine the work in preparation for a Non-Examination Assessment performance.</i>

Summer Term 1	Summer Term 2
<p>Devising Theatre- Component 2 examination</p> <ul style="list-style-type: none"> • <i>Students will refine devised performance in preparation for Non-Examination Assessment performances.</i> • <i>Students will perform the final work for assessment.</i> 	<p>Devising Log Non-Examination Assessment writing and draft submission</p> <ul style="list-style-type: none"> • <i>Students will study the structure of the Devising Log and will begin drafting and writing their coursework.</i> <p>Set Text Part 2- Blood Brothers</p> <ul style="list-style-type: none"> • <i>Further study of Blood Brothers, focusing on the relationships between characters and</i>

	<i>understanding character journeys throughout the text.</i>
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Year 11

Autumn Term 1	Autumn Term 2
<p>Devising Log Non-Examination Assessment writing final completion.</p> <ul style="list-style-type: none"> • <i>Students will receive feedback from staff on their draft devising log.</i> • <i>Students will develop their logs for final submission following feedback.</i> <p>Evaluating Live Theatre- Section C, Component 1</p> <ul style="list-style-type: none"> • <i>Students will examine the question structure and assessment requirements for Section C of the written paper.</i> • <i>Students will practise responses and draft essay responses.</i> 	<p>Evaluating Live Theatre, Section C, Component 1</p> <ul style="list-style-type: none"> • <i>Students will examine the question structure and assessment requirements for Section C of the written paper.</i> • <i>Students will practise responses and draft essay responses.</i> <p>Revision for Component 1, Section B Set Text Study- Blood Brothers</p> <ul style="list-style-type: none"> • <i>Retrieval practice exercises</i> • <i>Revision of set text scenes and production skills.</i> <p>Component 3- Staging scripted work</p> <ul style="list-style-type: none"> • <i>Students will be placed in examination groups and allocated two extracts of script to develop for an externally assessed performance in Spring Term.</i>

Spring Term 1	Spring Term 2
<p>Component 3- Staging scripted work examination</p> <ul style="list-style-type: none"> • <i>Lessons will be dedicated to practical development of scripted performances, teacher and peer feedback will be integrated into lessons.</i> 	<p>Component 3- Staging Scripted work examination</p> <ul style="list-style-type: none"> • <i>Externally assessed performances of two extracts of a set text to visiting AQA examiner.</i> <p>Revision for Component 1- Set Texts and Live Theatre</p> <ul style="list-style-type: none"> • <i>Revisiting Blood Brothers</i> • <i>Theatre roles and stage positioning</i> • <i>Live Theatre Evaluation</i>

Summer Term 1	Summer Term 2
Revision and Examination technique	Public Examinations

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| <ul style="list-style-type: none">• <i>Study of past papers and examination technique review.</i> | |
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Please note that this timeline may be subject to change.

Assessment and Feedback

All students will:

- have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Resources to support learning beyond the classroom

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[GCSE Drama - AQA - BBC Bitesize](#)