

Subject Area: *Key stage 4 Drama*

Year	Term 1A- Theatre roles and terminology Knowledge, skills and key concepts	Term 1B- practitioners and styles of theatre Knowledge, skills and key concepts	Terms 2A- devising theatre – response to the stimulus Knowledge, skills and key concepts	Term 2B- devising theatre – development and collaboration Knowledge, skills and key concepts	Term 3A- devising theatre development and collaboration Knowledge, skills and key concepts	Term 3B- devising theatre – analysis and evaluation Knowledge, skills and key concepts
10	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know and understand the following roles in the theatre and their responsibilities: playwright, director, actor, understudy, stage manager, costume designer, lighting designer, sound designer, set designer, technician, puppet designer. Theatre manager. They will know and understand the following types of staging: end on, proscenium arch, thrust, traverse, in the round and promenade. They will know and understand the areas of the stage: USR, USC, USL, CSL, CS, CSR, DSL, DSC, DSR.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>The different features of various styles of drama including: Naturalism, non naturalism, epic theatre, physical theatre, documentary theatre, episodic drama, verbatim theatre. Students will know and understand the features of drama practitioners, Stanislavski, Brecht and Frantic Assembly. They will be able to use the relevant features of each style and practitioner influence. They will be able to demonstrate this understanding by using these features in their dramatic work. They will know the various structures that a drama may follow such as: linear, non linear, 3 act narrative, classic narrative, standard narrative and an episodic structure.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know the context of each stimulus (this varies year on year) They will use this knowledge and understanding to create and develop ideas to communicate meaning in a devised theatrical performance. They will show that they know how to contribute to devised drama in a live theatre context for an audience. They will show their knowledge and understanding of the range of stimulus through demonstrating their: initial response, first ideas for setting, plot, character and themes. They will be able to undertake research and describe and explain their dramatic aims and intentions.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know how to use a stimulus to create and develop their own and their groups’ theatrical ideas further. They will know how collaborate with a group to refine and develop their ideas. They will demonstrate understanding of how to refine their work further through feedback. They will be able to critically analyse each others’ practical performance work. They will be able to respond to this feedback and explain how they used their refined skills in performance.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>How to use a stimulus to create and develop their own and their groups’ theatrical ideas further. They will know how collaborate with a group to refine and develop their ideas. They will demonstrate understanding of how to refine their work further through feedback. They will be able to respond to this feedback and explain how they used their refined skills in performance. Students will demonstrate this knowledge through a work in progress practical performance demonstrating: their level of theatrical skill, a range of theatrical skill, a contribution to the effectiveness of the piece and that they can achieve their aims and intentions</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Analyse and evaluate their own performance. They will demonstrate this understanding through analysing and evaluating how far they developed their theatrical skills, giving clear examples from the final performance, the benefits they brought to the group and how they positively shaped the outcome of the piece, the overall impact they had as individuals and appraise the areas for further development. Students will demonstrate their summative knowledge and understanding through completion of a final, refined devised performance and completion of a devising logbook. (Component 2 Devising NEA)</p>

Year	Term 1A- Study of a set text -Blood Brothers by Willy Russell Knowledge, skills and key concepts	Term 1B- Study of a set text -Blood Brothers by Willy Russell / Analysing and evaluating live theatre Knowledge, skills and key concepts	Terms 2A- Texts in practice (Extract 1) Knowledge, skills and key concepts	Term 2B- Texts in practice (Extract 2) Knowledge, skills and key concepts	Term 3A- Revision and final examinations Knowledge, skills and key concepts	Term 3B- Knowledge, skills and key concepts
11	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know the characteristics and context of the play ‘Blood Brothers’ by Willy Russell. They will know and understand the performance conventions such as playwright’s intentions, time period, genre, structure, form, style, language used, sub-text, interpretation of characters, characters motivations and interactions, the creation of mood and atmosphere, the development of pace and rhythm, dramatic climax, stage directions and the practical demands of the text. They will also know and understand how meaning is interpreted and communicated.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know and show understanding of how to describe and explain how they would apply their theatrical skills to a specific role in a specific scene or section. They will know and understand how design elements could be used in the play such as costume, lighting. Set design and sound design which would be appropriate to the context of the play. This includes knowledge of: scale, shape, colour, make up, accessories, texture, revolves, trucks, projections, cyclorama, smoke machine, fly rigs, box sets, swivel sets, composite set, fixed set, lighting colour, direction, intensity and special effects. Sound design such as amplification, direction, music and sound effects.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know, understand and be able to: interpret the text, create and communicate meaning and realise their artistic intentions in text based drama. They will understand the following about their chosen text. (text choices vary each year)</p> <p>The playwright, plot, structure, style, form, time period, context, plot, characters, style, structure, and Learn how to commit dialogue to memory. They will develop the ability to interpret and perform a character. Know how to interpret and perform a character appropriate to the demands of the text. Develop a range of vocal and physical skills</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know, understand and be able to: interpret the text, create and communicate meaning and realise their artistic intentions in text based drama. They will understand the following about their chosen text. (text choices vary each year)</p> <p>The playwright, plot, structure, style, form, time period, context, plot, characters, style, structure, and Learn how to commit dialogue to memory. They will develop the ability to interpret and perform a character. Know how to interpret and perform a character appropriate to the demands of the text. Develop a range of vocal and physical skills</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p>

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		<p>They will be able to explain how they would use their theatrical skills, how they would interact and how they would use these skills to show their interpretation of a character, reflecting their knowledge of the play and it's context.</p> <p>Students will also study a live theatre production (varies each year) and will know how to describe and explain how an actor/s communicated their role in the production.</p> <p>Be able to analyse and evaluate how successful theatre makers were in using their theatrical skills in the production to create meaning and effects.</p>	<p>and techniques such as: clarity, diction, inflection, accent, intonation, phrasing, pace, pause, projection, pitch, movement, body language, posture, gesture, gait, coordination, stillness, timing, facial expression, eye contact, spatial awareness. Develop an appropriate actor and audience relationship and adopt safe working practices.</p>	<p>and techniques such as: clarity, diction, inflection, accent, intonation, phrasing, pace, pause, projection, pitch, movement, body language, posture, gesture, gait, coordination, stillness, timing, facial expression, eye contact, spatial awareness. Develop an appropriate actor and audience relationship and adopt safe working practices.</p>		
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