



love the journey

Curriculum Implementation 2024-25

Secondary

LCA Strand	Expressive Arts
Subject	Drama
Key Stage	Key Stage 4 (Chapter 10-11)

What are the key concepts taught?	<p>At KS4 learners focus on the following principles;</p> <p>AO1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2 Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4 Analyse and evaluate their own work and the work of others.</p>
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What is the sequencing of units?	<p>Chapter 10:</p> <p>Term 1 Introduction to drama GCSE skills exploration unit; Theatre roles and terminology (Comp. 1, section A). Theatre practitioners; Stanislavski, Brecht and Frantic Assembly (Comp. 2) Devising taster workshops (Comp. 2) Live theatre review taster (Comp. 1, section C) Exploring scripts (Comp. 3). Set text Blood Brothers (Comp. 1, section B)</p> <p>Term 2 Live digital theatre performance review (Comp. 1, section C) Performing scripts (Comp. 3)</p> <p>Term 3 Devising (Comp.2)</p> <p>Chapter 11:</p> <p>Term 1 Perform Devised work and complete portfolio (Comp. 2)</p>
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	<p>Theatre visit for Live Theatre review (Comp. 1, section C) Explore Performing scripts (Comp. 3)</p> <p>Term 2 External assessment of Performing Scripts (Comp. 3) Written paper practice (Comp. I A, B & C)</p> <p>Term 3 Written paper practice and external exam - written paper.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>The assessment objective AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed underpins all aspects of the GCSE specification and is embedded in every lesson, whether it be through discussion, making, performing, responding, analysing or reflecting, pupils are encouraged to demonstrate their knowledge through both the process of making drama to the end products of performing and reflecting.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Pupils are challenged at an appropriate level and their needs met through adaptive teaching via pace, tasks, groupings and formative assessment.</p> <p>The opportunity for further support can be accessed at break, lunch or after school. This time can be used for rehearsals, catching up with written work or watching live theatre and reviewing to practice exam skills (time management).</p> <p>For SEND pupils scaffold activities and modelling are used to support their learning.</p> <p>MA pupils are given the opportunity to lead performance teams in lessons by taking on the role of director as well as incorporating more advanced performances techniques within their rehearsal time. This is applied through teacher observation, verbal feedback as well as peer assessment methods.</p> <p>We offer support for DA pupils who wish to develop their confidence and self-esteem by running an after school performing arts club.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>A 'Do Now' starter is embedded at the start of every KS4 lesson relating to either Component 1 or 2 of the exam specification. Drama terminology is consistently used and referenced throughout each lesson to encourage pupils to use key terms in their learning dialogue. Pupils have access to a GCSE drama terminology handbook that they can retrieve every lesson to inform their learning dialogue.</p>
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	<p>The use of pupil assessors to review and reflect on the performances of their peers, giving constructive feedback inclusive of appropriate drama terminology.</p> <p>Homework tasks always allow for pupils to retrieve their knowledge and understanding of activities carried out in lessons. The devising drama portfolio (Comp. 2) creates an opportunity to reflect on their learning journey and deconstruct as well as analyse and reflect choices they have made to create a piece of theatre.</p> <p>Essay practice focusing on (Comp. 1, section B and C).</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Reflection is key in the drama curriculum at Liverpool College. Pupils are continually being observed and assessed for either making, performing or responding in lessons. Live feedback is woven throughout each lesson for pupils to reflect upon their work and make improvements. Progress points allow pupils to set a target for development.</p> <p>Time exam responses to improve performance.</p> <p>Filming monologues to review and set targets for improvement (Comp, 3).</p> <p>SISRA and marksheets are used to identify cohorts that that may need intervention.</p> <p>Student voice surveys are also used to inform planning.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Study the set text Blood Brothers to develop an understanding of how dialogue can be used to tell a story. From this, pupils have the opportunity for speaking and listening activities that are enhanced through role-play and improvisation. Improvisation and storytelling develop an understanding of narrative, as well as character.</p> <p>Small group work helps encourage communication and sharing ideas.</p> <p>Presenting stimuli for the devised unit (Comp.2) demands further reading and research to create and authentic piece of theatre.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Play scripts, peer assessment, portfolio, reviewing live theatre, responding to set text.</p> <p>Numeracy: Performance aesthetics and symmetry through the use of set, staging and movement. Stage directions and degrees. Time management - managing the timing of rehearsals and performance.</p> <p>Oracy: Pupils are encouraged to discuss, negotiate, present and perform every lesson. Pupils perform their devised piece as well as performing monologues.</p>
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SMSC: Explored through the set text **Blood Brothers**, the live theatre review as well as the devised piece of theatre created by the pupils.