
DRAMA DEPARTMENT KEY STAGE 4 CURRICULUM OVERVIEW

The Drama department key stage 4 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. We carefully design the KS4 curriculum to further develop and build upon prior learning at KS3. Student engagement reflects the department’s commitment in creating a community ethos allowing their passion to flourish. The department offers a wide range of diverse opportunities both in and outside of lesson.

Drama is taught as a practical and academic subject. It focuses on developing skills for performance as well as a solid grounding in theatrical knowledge. Drama lessons at Ormiston Rivers are focused on developing imagination and creativity while building up pupils’ knowledge, skills and understanding. Students will participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. They will adopt, create and sustain a range of roles, responding appropriately to others in role to explore a range of topics. They will also have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Young people come into our school with a lifetime of drama experiences, which are practical and experiential, and which have contributed to their aural memory, practical, discriminatory skills, and personal and collective identity formation. Building a “can do” attitude and confidence in our learners is a key strength to the vision of our curriculum intentions. Fundamentally, we aim to develop the following in our learners:

- creativity
- enjoyment and active learning
- inclusion and building positive relationships
- reading and writing skills
- speaking and performing, individual and group work
- expressing thoughts and feelings
- speaking and listening skills
- devising, improvising and performing
- social, moral, spiritual, and cultural (SMSC)
- reflect on their learning and the wider community
- life decisions

Year
10

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Acting for the camera**Monologues & Duologues**

Diversity

Autumn

Skills and techniques for screen acting, exploring differences between stage and screen

Looking at short scripted extracts, focusing on character development and developing communication with an audience

Classical Text

Diversity

Contemporary Text

Diversity

Spring

Exploring classical scripts – the plays of William Shakespeare

Exploring contemporary scripts – looking a range of plays from the last 40 years demonstrating contemporary practice

Unit 212**Planning for a career in the Performing Arts Industry****Working to a brief**

Diversity

Summer

Completion of assessment material for internal unit

Completing a CV and Show Reel

Exploring what it means to work to a brief, looking at the vocational aspect of drama

Autumn Half Term 1

Acting for the camera – Weeks 1 to 3

- Exploring the difference between stage and screen acting
- Viewing and discussion of films and TV commercials
- Considering the role of a director in both stage and screen
- Understanding the skills needed for both stage and screen acting
- Workshops on scripts

Acting for the camera – Weeks 4 to 6

- Exploration of typical screenplay scripts
- Identify and respond to verbal and visual clues
- Develop ability to become a fluent performer without formal rehearsal, switching quickly between scenes
- Responding to the needs of the text and chosen performance style
- Work on intimate address to the camera
- Perform lines with and without direction from a specific location or set
- Evaluate own performance

Notes/Links/Interleaving

- Introduction to work at Key Stage 4. Consolidating skills developed in Key Stage 3. Introducing more creative freedoms in selection of material
- This topic introduces an entirely new concept and compares with their most familiar way of working. Direct comparisons are drawn.

Additional Higher Content

- Response to the use of scripts in this work will vary due to ability, some will engage with a more sophisticated style and look in more depth at the vocational elements of the unit. Real life case studies will benefit work here.

Autumn Half Term 2

Monologues & Duologues – Weeks 7 to 9

- Considering the different acting skills needed to perform both monologues and duologues
- Looking at monologues and duologues from a range of chosen scripts
- Understanding the context of an extract within the whole play
- Exercises in character development

Monologues & Duologues – Weeks 10 to 12

- Rehearsing and refining, both individually and in pairs
- Responding to feedback
- Performing work for assessment
- Evaluation of their own work

Notes/Links/Interleaving

- Students will move to working with scripts here, which is a development from the devised work of the earlier part of the year. This allows a more mature approach to work as material will tackle a wide range of issues selected by adult playwrights. Work will span a range of social and historical contexts.

Additional Higher Content

- Scripts selected will suit ability. The more able will be challenged with A Level texts where needed. The possibilities are endless here in terms of material.

Spring Half Term 1**Classical Text – Weeks 1 to 3**

- Exploring a range of classical scripts, looking at key scenes and their context within the play
- Understanding the social and historical context of the play and why this is important
- Workshops on scripts – exploring themes and a range of characters
- Developing skills to analyse a piece of classical dialogue
- Understanding use of language and exploring vocal skills such as intonation

Classical Text – Weeks 4 to 6

- Understanding techniques for lifting text off the page
- Develop performance skills, including physical, vocal and movement techniques, needed to suit the style of the classical play
- Understanding importance of cues and learning lines
- Interpretation of character and text
- Development of peer and self-review
- Final performance

Notes/Links/Interleaving

- This topic develops on their knowledge of scripts and performing lines while learning new skills to perform live in a studio space. Work will challenge students further with use of language and style of performance.

Additional Higher Content

- Response to the use of scripts in this work will vary due to ability, some will engage with a more sophisticated style and look in more depth at the vocational elements of the unit. Watching live performance will benefit work here.

Spring Half Term 2**Contemporary Text – Weeks 7 to 10**

- Exploring a range of contemporary scripts looking at key scenes and their context within the play
- Understanding the social and historical context of the play and why this is important
- Workshops on scripts – exploring themes and a range of characters
- Developing skills to analyse the meaning in the dialogue, including use of subtext
- Demonstrating how the writer communicates role/character to an audience

Contemporary Text - Weeks 11 to 12

- Develop performance skills in a selection of contemporary styles
- Understanding timing, cues and the effective use of body language
- Exploring imaginative responses to text and use of stage directions
- Interpretation of character and text
- Development of peer and self-review
- Final performance

Notes/Links/Interleaving

- Developing on from the classical scripts, students will now explore a range a contemporary scripts focusing on a range of current issues and events. Exploring similarities and differences.

Additional Higher Content

- Scripts selected will suit a range of abilities. The more able will be challenged with A Level texts where needed. The possibilities are endless here in terms of material and working groups.

Summer Half Term 1

Unit 212 – Weeks 1 to 3

- Students to prepare a group presentation comparing the context of their chosen plays including; an overview of the play, when it was written and what was happening at the time the play was written – written or verbal
- Students will produce either written or verbal accounts that demonstrate their understanding of the purpose of the scenes, the use of language, the demands placed on the performer, how role and character has been communicated through language and other techniques for lifting text off the page.

Notes/Links/Interleaving

- Further developing their written skills and knowledge of self-evaluation. Linking with English curriculum, analysing scripts and the context of the plays

Planning for a career – Weeks 4 to 6

- Considering the different dance skills needed to sustain a role in the professional industry
- Preparing and recording material to produce their own show reels
- Understanding the performing arts sector and learning about the creative and performing arts as a profession.
- Understanding the variety of working roles and jobs within the performing arts sector including: professional performance, administration and technical, production and design roles.

Additional Higher Content

- The grouping will support the ability of all students. They will be guided towards selection of material appropriate to ability and challenging all.
- Students will work on a range of roles challenging their individual ability

Summer Half Term 2

Planning for a career – Weeks 7 to 9

- Establishing an awareness and understanding of performing arts organisations including: venues, theatres, arts councils, publications and companies.
- Developing knowledge of entry into work in the performing arts sector including: training courses, networks and professional organisations.
- Learners to complete an application form for a training course of their choice in the performing arts sector.
- Learners to complete and present a professional CV and Show reel in order to apply to a training consortium

Notes/Links/Interleaving

- Supports further development from KS4 – KS5 learning
- Links with cultural capital and students career progression
- Vocational links within the industry

Working to a brief - Weeks 10 to 12

- Working from a brief, breaking down and analysing requirements of the brief
- Collaborating in chosen groups on how to respond to the brief
- Mind mapping and sharing initial ideas
- Selecting style of drama to work within that is appropriate for the requirements of the brief

Additional Higher Content

- Response to the brief will vary. Students will be encouraged to research a range of material to help develop their work. The more able will be guided to the work of more challenging practitioners or develop further their own choreography.
- Groups will be decided to allow all students to thrive.

Year 11	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Devising						Diversity	Working to a brief				
	Devising original drama from a range of stimulus, focusing on making intentional theatrical choices within a chosen style						Exploring what it means to work to a brief, looking at the vocational aspect of drama					
Spring	Unit 201											
	Completion of external exam.											

Autumn Half Term 1**Devising – Weeks 1 to 3**

- Looking at the key skills needed for devising, including plot planning and character development
- Understanding the importance of rehearsal and refinement
- Researching a range of practitioners
- Experimenting with preferred styles and genres

Working to a brief – Weeks 4 to 6

- Working from a brief, breaking down and analysing requirements of the brief
- Collaborating in chosen groups on how to respond to the brief
- Mind mapping and sharing initial ideas
- Selecting style of drama to work within that is appropriate for the requirements of the brief

Notes/Links/Interleaving

- This topic develops on their knowledge of dance styles and performing in groups while learning new skills to perform live in a studio space. Work will challenge students further with use of technical terminology and style of performance

Additional Higher Content

- Response to the brief will vary. Students will be encouraged to research a range of material to help develop their work. The more able will be guided to the work of more challenging practitioners or develop further their own choreography.
- Groups will be decided to allow all students to thrive.

Autumn Half Term 2**Working to a brief – Weeks 7 to 9**

- Developing storylines and scene breakdowns from the initial ideas process
- Looking at how characters can be developed, working on characterisation skills
- Selecting and applying forms and conventions appropriate for the selected style
- Recording planning ideas in a written form, continually linking ideas back to the brief

Working to a brief – Weeks 10 - 12

- Performing the work for practical assessment
- Looking at what a thorough and comprehensive evaluation looks like, using peer and teacher feedback to develop this
- Completing written evaluation of the performance

Notes/Links/Interleaving

- Storylines will begin to develop here and will need to be assessed for suitable content, relating back to the demands of the brief.

Additional Higher Content

- Students will be allowed to experiment widely, encouraged to take risks and make mistakes – this will help the creative process be more refined in the exam unit they complete this year.

Spring Half Term 1

Unit 201 – Weeks 1 to 6

- Reviewing and evaluating success of the work created in the previous unit
- Analysing the needs of the exam board brief, breaking down and understanding requirements of the brief
- Collaborating in chosen groups on how to respond to the brief, selecting an appropriate style for their work
- Mind mapping and sharing initial ideas – recording in coursework booklet as they go so work is up to date
- Developing storylines and scene breakdowns from the initial ideas process
- Creating suitable and believable characters appropriate for the style of drama chosen, using a range of developed drama skills
- Selecting and applying forms and conventions appropriate for the selected style
- Recording planning ideas in the coursework booklet, linking ideas back to the brief, developing in detail any work they did in the first term

Notes/Links/Interleaving

- The reviewing of previous work will be vital here in allowing students to respond most effectively to the real exam brief. They will need to draw on anything they have previously explored and found to be effective/interesting.

Additional Higher Content

- Students will be supported in making the most appropriate choices for them, encouraging them to embody roles that both challenge and show their best work. The choice of stimulus in relation to the brief will vary greatly and display a range of maturity.

Spring Half Term 2

Unit 201 – Weeks 7 to 12

- Performing the work for practical assessment, recorded for external assessment
- Completing written evaluation of the performance in coursework booklets, responding to feedback
- Ensuring coursework booklets are to the best possible standards

Notes/Links/Interleaving

- Students will be supported through their nerves around assessment. They will be working throughout the time on their booklets that make up a third of the mark. They will be encouraged to draw on all drama knowledge they have.

Additional Higher Content

- The booklets support students in the completion of the coursework. The more able will be pushed to complete these to Distinction standard through the level of analytical detail.