



KS4 Drama 2023/2025



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Practitioners and stimulus response workshops	Mock component 1: Devising Theatre		Component 1: Devising Theatre		Exploration of script
	Component 3: Interpreting Theatre					
Assessment Method	Feedback Personal reflection	Rehearsal, performance, portfolio Practice exam questions		<i>Practical performance, portfolio, evaluation</i> <i>Practice exam questions</i>		Performance
 Opportunities	CEIAG – Work and practices of professional practitioners. Job roles – acting and technical. SMSC – Care values, supporting others, cultural capital, character education, spiritual development. ENRICHMENT – Theatre visit, workshops. BRITISH VALUES – Respect and tolerance, duty of law					
11	C1 performance, portfolio, and evaluation	Component 2: text			Component 3 Revision	
	Component 3: Interpreting Theatre					
Assessment Method	Practical performance. Portfolio. Evaluation.	Visiting examiner – practical performance.			Mock questions. External exam.	
 Opportunities	CEIAG – Audition processes. SMSC – Care values, supporting others, cultural capital, character education, spiritual development. ENRICHMENT – Theatre visit, workshops. Performance to an audience. BRITISH VALUES – Respect and tolerance, duty of law					
E-Safety	Use of secure websites No use of personal details Internet used as research tool Use of computers in line with school policy					

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Where does 'Respect, Inspire and Achieve' feature in our curriculum?

Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others. To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

RESPECT	Politeness, honour, and care shown towards someone or something that is considered important (OED) Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment...
10	Working together as a performance company to reproduce repertoire. Group work and collaboration – respecting each other's ideas and developing performances as a group of equals. Supporting the different job roles of the group.
11	Exploration of themes and issues in the play studied showing a respect and tolerance for different attitudes and behaviours presented.
INSPIRE	The desire, confidence, or enthusiasm to do something well (OED) Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals...
10	The workshop and rehearsal process involved in preparing for a performance of a piece of repertoire. Taking feedback from 'director' (usually the teacher) to develop performance and acting/performance skills.
11	Future careers and job roles in the performing arts. Working practices and processes of professionals in the performing arts industry. Working to a brief and the connections with working practices in the industry. Input and workshops from professional theatre companies – New Wolsey Theatre.
ACHIEVE	To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time Consider: Achieve targets, improving work/ grades...
10	Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience. Use of exemplar theory and practical work and working to achieve a standard aligned with this. Use of professional repertoire and exemplar performances to set the standard and show opportunities in the use of skills and stage presence. Self-reflection and guided practice.
11	Independently working to achieve the goals as set out in the brief provided by exam board. Improvement and refinement of performance work to develop skills and working practices. Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience. Self-reflection and guided practice.

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