

## Drama KS4 Curriculum Intent, Implementation and Impact Overview

	Year:10 Subject: Drama IMPLEMENTATION					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>AQA GCSE specification coverage, key concepts and skills ('Big Ideas')</b>	<p><b>Context:</b> Component 2 Devising Drama, development and rehearsal for performance- written devising log.</p> <p><b>Key Vocabulary:</b> Stimuli, development, research, practitioner Contribution, collaboration</p> <p><b>Prior Learning /LTM:</b> Apply disciplinary knowledge of theatrical skills and genres to develop live theatre for meaning and performance</p> <p><b>Cultural Capital:</b> Consideration of a renowned works of Art, music and literary references as stimuli for performance devising</p>	<p><b>Context:</b> component 1 Understanding Drama Study of a set play- Blood Brothers- exploration through practical and written response</p> <p><b>Key Vocabulary:</b> Genre, structure, character, form, style, tension, dramatic climax</p> <p><b>Prior Learning /LTM:</b> Apply disciplinary knowledge of theatrical skills to interpret character, design and action</p> <p><b>Cultural Capital:</b> Exploration of social, historical and cultural context of which exam text studied is set</p>	<p><b>Context:</b> Component 1- Understanding Drama Developing live theatre response vocabulary and skills</p> <p><b>Key Vocabulary:</b> body language, gesture, facial expression, interaction, pace, pitch, pause</p> <p><b>Prior Learning /LTM:</b> Knowledge and understanding of how drama and theatre is performed</p> <p><b>Cultural Capital:</b> Analysis and evaluation of the work of live theatre makers based on a theatre visit or digital streamed</p>	<p><b>Context:</b> Component 1- Understanding Drama Developing live theatre written response</p> <p><b>Key Vocabulary:</b> Describe, interpret, analysis, evaluate, justify, genre</p> <p><b>Prior Learning /LTM:</b> Knowledge and understanding of how drama and theatre is performed</p> <p><b>Cultural Capital:</b> Analysis and evaluation of the work of live theatre makers based on a theatre visit or digital streamed</p>	<p><b>Context:</b> Component 2 Devising Drama, development and rehearsal for performance- written devising log.</p> <p><b>Key Vocabulary:</b> Structure, style, sub-text, motivation, stage directions/ positions</p> <p><b>Prior Learning /LTM:</b> Apply disciplinary knowledge of theatrical skills and genres to develop live theatre for meaning and performance</p> <p><b>Cultural Capital:</b> Consideration of a renowned works of Art, music and literary references as stimuli for devised performance</p>	<p><b>Context:</b> Component 3 Workshops- Vocal and physical interpretation of a character Performance from a text</p> <p><b>Key Vocabulary:</b> Accent, intonation, emotional range, phrasing gesture</p> <p><b>Prior Learning /LTM:</b> Knowledge and understanding of how drama and theatre is developed &amp; performed</p> <p><b>Cultural Capital:</b> exploration of social, historical and cultural context of which the performance texts studied are set</p>
Exploration & creation through a wide range of Genres and Techniques	X	X				
Application of correct Terminology	X	X	X	X	X	X
Different approaches to text		X				X
Performance skills	X	X	X	X	X	X
Analyse & evaluate performances	X		X	X	X	

<p><b>IMPACT</b></p>	<p><b>Assessment:</b> Written response of how meaning is interpreted and communicated by theatre makers <b>Progression to KS5:</b> <b>AQA GCE DRAMA</b> Component 2- creating original drama - performance</p>	<p><b>Assessment:</b> Performance skills and structures Mock devising log <b>Progression to KS5:</b> <b>AQA GCE DRAMA</b> Component 2- creating original drama - working notebook</p>	<p><b>Assessment:</b> Written response of how theatre skills are applied to communicate design, character and action <b>Progression to KS5:</b> <b>AQA GCE DRAMA</b> Component 3- making theatre- performance of play extracts</p>	<p><b>Assessment:</b> Written response of how meaning is interpreted and communicated by theatre makers <b>Progression to KS5:</b> <b>AQA GCE DRAMA</b> Component 1 - Drama and theatre exam</p>	<p><b>Assessment:</b> Practice of theatre techniques and skills in performance <b>Progression to KS5:</b> <b>AQA GCE DRAMA</b> Component 1 - Drama and theatre exam</p>	<p><b>Assessment:</b> Learning lines and interpreting character for performance <b>Progression to KS5:</b> <b>AQA GCE DRAMA</b> Component 2- creating original drama - performance</p>
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Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.