

DRAMA STATEMENT OF AIMS

THE AIM OF THE KS4 CURRICULUM IS TO DEVELOP...

SUCCESSFUL LEARNERS

GCSE Drama enables students to investigate, analyse and celebrate theatre as a dynamic and relevant art form. Students develop their understanding of a wide range of performance styles, theatrical conventions and dramatic techniques whilst applying this knowledge to the creation, rehearsal and performance of original and scripted work. Through practical exploration, written analysis and collaborative performance, students become reflective practitioners who can evaluate, refine and communicate creative ideas with confidence. Students study the work of influential drama practitioners, exploring how their pioneering approaches continue to shape contemporary theatre and performance in the twenty-first century.

By applying the techniques of practitioners such as Konstantin Stanislavski, Bertolt Brecht, Antonin Artaud, Frantic Assembly and Steven Berkoff, students learn how historical theatrical ideas can be adapted to create meaningful and engaging performances for modern audiences. The course prepares students for further study in Drama, Theatre Studies and the Performing Arts whilst also developing highly transferable skills valued by colleges, universities and employers. Students become resilient problem-solvers, independent thinkers and effective collaborators who demonstrate creativity,

CONFIDENT, INSPIRED INDIVIDUALS

Throughout KS4, students regularly devise, rehearse and perform in a range of theatrical styles, gaining authentic experiences as performers, directors and designers. They are encouraged to take creative risks, develop their artistic voice and work collaboratively within an inclusive, supportive environment that celebrates individuality and ambition. Students have opportunities to perform for a variety of audiences and in different performance spaces and venues, allowing them to adapt their work to contrasting theatrical environments and develop an understanding of how venue, audience and staging influence performance.

These experiences build confidence, professionalism and resilience whilst preparing students for the expectations of live performance. A rich programme of theatre visits across the North West of England enables students to experience high-quality live theatre in a range of professional venues. By critically analysing productions, students deepen their understanding of performance, design and directing whilst developing the evaluative skills required for GCSE assessment. These experiences broaden students' cultural awareness, inspire their own creative practice and reinforce the importance of theatre as a living, evolving art form. Beyond the classroom, students are encouraged to participate in extracurricular productions, musicals, showcase evenings, assemblies and community performances. These opportunities foster commitment, teamwork, leadership and personal responsibility whilst providing valuable insight into the collaborative nature of the creative industries.

ASPIRING, RESPONSIBLE CITIZENS

Drama plays a vital role in developing empathetic, articulate and socially aware young people. Through performance and discussion, students explore how individuals communicate, build relationships and understand differing perspectives, developing the emotional intelligence needed to thrive in modern society. The KS4 curriculum explores challenging and thought-provoking themes including identity, equality, power, prejudice, class, wealth, conflict, relationships and social justice. Students engage with diverse texts, practitioners and stimuli drawn from literature, art, history, current affairs, popular culture and the wider world, enabling them to appreciate different cultures, experiences and viewpoints. By examining theatre's role in reflecting and challenging society, students recognise the power of performance to inspire dialogue, question injustice and promote positive change. They leave the course as culturally informed, responsible and confident young people who appreciate the value of the arts and understand how creativity can have a meaningful impact within their communities and beyond.

CURRICULUM MAP KS4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y10	<i>Introduction to GCSE Exploration of Devising using a range of stimuli Introduction to Practitioners</i>	<i>Introduction Devising Drama Unit 01/02 (30%)</i>	<i>Devising Drama Practical- 01 (10%)</i>	<i>Devising Portfolio development 1- 02 (20%)</i>	<i>Blood Brothers-Practical Analysis Performance and response (40%) Section A</i>	<i>Blood Brothers-Written Response Performance and response (40%) Section A</i>
ASSESSMENT	AP1 – Practical/Theory PPE 2.5 hour Devised Drama (mid point assessment) Portfolio of evidence (Initial written work)		AP2 – Completion of Component 1 (NEA) Devising Drama Practical (15%) Devising Portfolio of evidence Draft 1- 02 (15%)			
Y11	<i>Performance and response (40%) Section A Blood Brothers</i>	<i>Presenting and Performing Texts-Skills introduction using selected texts (30%)</i>	<i>Presenting & Performing Texts Extract 1 & 2 (30%)</i>	<i>Presenting & Performing Texts Extract 1 & 2 (30%) Performance and Response Exam Prep</i>	<i>Performance and Response Exam Prep</i>	<i>Performance and Response Exam Prep</i>
ASSESSMENT	AP1 –Written First draft of Concept Pro Forma created Practical: 2.5 hour presenting and performing Text Practical assessment		AP2-Written PPE Drama GCSE Exam paper Performance and Response Section A & B (Blood Brothers & Live Theatre Review)			