



KS4 Curriculum Overview

Drama AQA GCSE Drama

Curriculum Intent

Year 11 students will be able to devise a full length drama from a collection of stimuli. In doing so they will create the work themselves, perform in front of an audience and also act as an audience for others.

They will go on to perform two extracts from a chosen text, explore the text fully and then be creative in the performance of their extracts. They may also fully realise designs for this performance.

Students will practically explore and then further study a set text called *Blood Brothers*, they will know the characters intentions, plot and context and will be able to design, direct and perform extracts from this text.

Lastly, they will visit the theatre and learn how to appreciate professional drama. This will link to the third and final section of the written exam

How does the KS4 curriculum build on that from KS3?

The skills of create, perform and respond are expanded upon as we explore all three units. The students will also further develop their understanding of the work of theatre practitioners, such as Brecht, Frantic Assembly and The Paper Birds. They will also be introduced to more of the design elements such as costume design and lighting design, in doing so they will develop a greater appreciation of how drama and theatre is performed. Lastly, they will be given a greater opportunity to visit a professional theatre and to engage in workshops from influential companies such as Complicite.

What do students *do* with this knowledge or these skills?

Students are able to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

How does the KS4 curriculum align to the National Curriculum?

Drama comes under English in the National Curriculum and this requires students to engage in speaking and listening activities.
At KS4 All students devise drama and explore texts practically and work on two text-based performances.

What new knowledge or skills are students taught?

Term	Year 10	Year 11
Autumn	<ul style="list-style-type: none"> Knowledge of the role and responsibility of a lighting designer, costume, sound, puppet designer to create particular effects for an audience Introduction to set text; Blood Brothers Understanding of the set text including character, SHC context, design ideas and practical exploration of the text Practice exam answers, extended writing and written formulation of ideas for practical performance 	<ul style="list-style-type: none"> A greater experience of live theatre (this will be the third play they will have seen over the course) and therefore we are expanding students repertoire of styles and genres they have seen Bringing a text to life in an interesting and original way in either a group, monologue or duologue Some students will learn how to operate lighting and sound equipment for their performance of a text Exploring other ways in which staging and performance can occur within the set text Some students will learn how to sew and how to create effective costume, apply make up for effect and design hair Students will also learn how to structure and time their writing for their written paper, learning how to manage their time effectively and planning appropriately using exam strategy
Spring	<ul style="list-style-type: none"> Creating a piece of devised drama within a group or pair Writing Logbook, reflecting on the effectiveness of the process of creating original drama Condensing written communication to write within a word limit Showing understanding of structure and clear communication of thought process Analysing live theatre, focusing on the design elements 	<ul style="list-style-type: none"> Students will learn how to polish their performance of a text, each performance must showcase a range of skills and students will need to have learnt their lines or cues from memory for their performance to an examiner Revision activities to recall information Planning and strategy for communicating ideas effectively
Summer	<ul style="list-style-type: none"> Analysing live theatre Use of vocal and physical skills to create effect for audience in a professional context Written evaluation of work, creating performing Revision of key text: Blood Brothers Working with others to structure a professional piece of theatre/drama Responding to feedback on written communication of own ideas and written evaluation of live theatre Begin exploration of extracts for performance in year 11; a variety of plays are read and practically explored 	<ul style="list-style-type: none"> Course complete
Rationale for this sequencing	<p>Students see live theatre from the offset, trips are organised to improve cultural capital, and students evaluate instantly. They are then directed to a high standard when exploring Blood Brothers – setting the standard for the quality of performance work expected from the offset of the course. We then begin the devising unit after Christmas as students then have more experience in the quality expected of their work; this aspect encourages students to collaborate effectively from the offset and the development of skills from term 1 are honed. The Logbook is also completed in Spring which allows students to finish this unit and focus on</p>	<p>We begin Year 11 developing their skills to analyse and evaluate effectively in order to access Section C of the written exam. They will continue to hone their performance-based skills simultaneously during the autumn term. At the start of the Spring Term Students decide between designer and performer. Alongside these practical lessons, we also practically explore the set text to give students ideas for their own interpretation. We follow this study by a further visit to the theatre to extend the students knowledge of the ways in which theatre can be performed.</p>

	<p>the practical exploration of the Live Theatre aspect of the written paper. (40% of the course finished).</p> <p>We go on to re-explore Blood Brothers in more depth and also evaluating live theatre, this allows students to see how a professional work can be seen on stage. Following on from this, we look at exam techniques in preparation for mock exams.</p>	<p>We follow on into Spring with rehearsal and polishing alongside strategy and planning. The practical exams are completed before the end of the Spring Term.</p> <p>We revise knowledge learnt from all C1 aspects, this includes study of the set text and evaluating live theatre.</p>
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Additional support at home	
<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> Additional viewing: Drama Online Library Log in information – Username: 5X747KhGv+ Password: 1Ydp5Sq&mV
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> Devising: The Paper Birds key conventions Answers and commentary - Blood Brothers Blood Brothers Part 1
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> GCSE Drama Play Guide - Blood Brothers: for the 2026 and 2027 exams (CGP GCSE Drama) : CGP Books, CGP Books: Amazon.co.uk: Books Live Theatre exemplar answers (AQA website)