

KS4 Curriculum Plan 2025-26

		LP1	LP2	LP3	LP4	LP5
Year 10	TOPIC	Introduction to Devising and DNA	Introduction to Devising and DNA	DNA Showcase	C1 Devising Creation	C2 Scripted plays and C1 Portfolio
	Knowledge	This unit of work introduces students to the Devising section of the GCSE exam. The students will understand the requirements of devising exam including the marking criteria and performance elements required. Students will engage and build on prior knowledge from KS3 on the application of drama conventions to their work. Students will understand and be able to convey their specific artistic intentions for their devised work. Students will understand how to create work from a stimulus.	Students will understand the set text of DNA by Dennis Kelly. Students will understand the plot, locations, characters and character relationships as well as the motivations for the characters. Students will be introduced to the specific technical aspects of the GCSE course of Lighting and sound. Students will understand the terminology used to describe and answer questions for the C3 exam of lighting and sound.	This unit of work builds on the students prior knowledge of working with scripts. Students will create a showcase performance of their set text DNA. This practical exploration of the set text will allow students to make key decisions about characterisation. They will apply their previous knowledge of the play and make decisions about Lighting, sound, set, costumes and props. This will then give the students clear directorial ideas for answering questions in their C3 exam.	This unit of work entails the students creating and completing the practical performance for the C1 section of their exam. They will apply and build on their knowledge from LP1 and 2 and create a devised performance from 3 stimuli.	Introduction to C2 scripted plays. Students will understand the different acting skills required for different performance styles and genres. Students will explore a range of styles of scripted plays. Students will create and complete their accompanying portfolio about their C1 performance including describing, evaluating and analysing the work that was created for their C1 exam.
	Skills	<ul style="list-style-type: none"> •Work effectively within groups, pairs and individually •Develop an understanding of C1 requirements •Be able to apply drama skills to the creation of a piece of performance •Be able to evaluate and analyse the effectiveness of their own performance work 				
Key Vocab	Devising, intention, rehearsal, creativity, stimulus, physicalisation, characterisation, vocal expression, intonation, inflection, emphasis, tone, pace, pitch	Character, character motivations, original performance conditions, themes, playwright intentions, tension, script, plot, director, transitions.	Characterisation, directing, script, plot, scene, transition, tone, pace, pitch, pause, gesture stance, facial expressions, gait, character, staging, proxemics, levels, lighting, sound, set, props, costume.	Stimuli, performance, devising, character creation, creative intention, dramatic conventions, purpose, still image, cross cutting, practitioner influence.	style, genre, heightened naturalism, abstract, absurd, naturalistic, character, directorial concept, director, comedy, tragedy, social contemporary.	

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Year 11	TOPIC	C2 Scripted performance and DNA	C2 Scripted performance and DNA	C2 Scripted Performance and DNA	C3 DNA	
	Knowledge	Students will work on creating their performance 1 of their C2 scripted exam. They will apply and build on their knowledge of the different styles of drama and make stylistic choices appropriate to their given script. They will use rehearsal techniques to create their C2 performance. They will use feedback from teacher to further develop their performance 1 for their C2 exam. Students will continue to apply and build on their knowledge of DNA using the writing frames provided apply this knowledge to C3 exam questions.	Students will work on creating their performance 2 of their C2 scripted exam. They will apply and build on their knowledge of the different styles of drama and make stylistic choices appropriate to their given script. They will use rehearsal techniques to create their C2 performance. They will use feedback from teacher to further develop their performance 2 for their C2 exam. Students will continue to apply and build on their knowledge of DNA using the writing frames provided apply this knowledge to C3 exam questions.	Students will work on creating their performance 1 and 2 of their C2 scripted exam. They will apply and build on their knowledge of the different styles of drama and make stylistic choices appropriate to their given script. They will use rehearsal techniques to create their C2 performance. They will use feedback from teacher to further develop their performance 1 and 2 for their C2 exam. Students will perform box scripted extracts to a visiting examiner. Students will continue to apply and build on their knowledge of DNA using the writing frames provided apply this knowledge to C3 exam questions.	Students will revise and apply all writing frames for C3 exam questions. Students will learn how to answer response to live theatre questions and apply this knowledge to a performance they have seen. Students will complete past papers and fully understand the original performance conditions of DNA.	
	Skills	<ul style="list-style-type: none"> •Students will work in groups, duos and individually to create and perform . •Students will work in the given style of drama applying appropriate stylistic choices •Students will apply explorative strategies and drama elements learned previously into the material they create. •Students will apply knowledge of play text DNA to exam questions •Explain and use technical terminology applying to C3 questions 				
Key Vocab	Crescendo, diminuendo, digetic, non digetic, volume, live, pre recorded, transition, speaker placement, surround sound, immersion.	Abstract, absurd, heightened naturalism, naturalistic, comedic, social contemporary, focus, fade, cross fade, snap, blackout, lighting state, cue, down light, side light, front light.	Tragedy, script, Interpretation, historical context, atmosphere, ensemble, impact, tension, physicality, facial expressions, communication, rehearsal, planning, directorial concept, character, colour, fit, fabric, condition	birdie, gobo, parcan, fresnel, barn doors, profile spot, flood light, minimalistic, surreal, gels, colour, fit, fabric, condition, props, size, material, health and safety		

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TOPIC						
Skills	•□					
Key Vocab						