

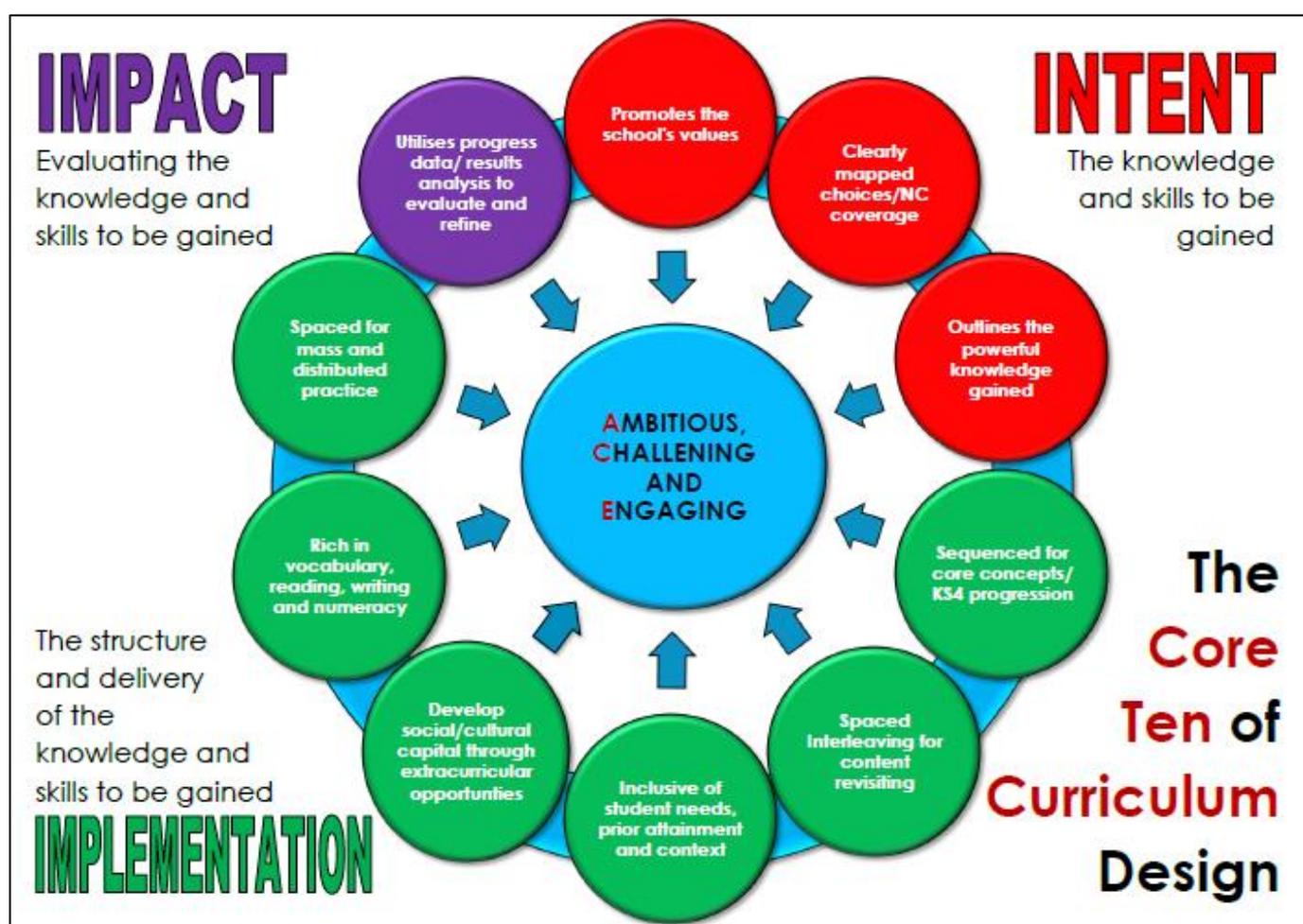
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: KS4 OCR GCSE Drama

Author: Miss C Wright

Created: 06/04/20

Updated:



THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

The course is based on introducing students to the key aspects of Drama and theatre. It has been designed to be a practical, engaging and creative specification for learners to study. It will provide opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices. Students are encouraged to be independent, take responsibility and think out of the box/make their contribution unique/stand out when completing their work.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

I want students to develop the transferable skills (confidence, teamwork, communication, discipline, creativity, empathy) as well as gaining a strong understanding of all key aspects of Drama and theatre. I want them to have the confidence to stand in front of a audience and deliver their work with pride. I want them to have the self-discipline to run focused rehearsals and meet coursework deadlines. It will prepare learners for the further study of Drama or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

The students are continuously pushed to be ambitious in their approach to creating work in Drama. They must push themselves to create work may initially feel out of their comfort zone. They must develop the confidence and be brave enough to perform in front of each other and receive feedback in order to improve. They must learn to work collaboratively and be brave when sharing their ideas in a group setting, learning to respond to each other with kindness. Drama allows students to show their true personalities as they all become brave enough to show their weaknesses as the supportive environment teaches them to lose any judgement and learn together. I find that students from all walks of life work together seamlessly with kindness and bravery. This is particularly interesting when I see students who would never have spoken to each other elsewhere in the school. Students encourage each other to be ambitious in their creative approaches, setting a standard for rehearsal and performance very quickly at the start of the course.

KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification? *(Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)*

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	Devising: Introduction to Devising techniques	Devising: Theatre Practitioners	Devising: Mock	Devising: Preparation	Devising: Rehearsal and exam/ Portfolio development.	Devising/ Presenting and Performing texts:
	Specification/ Assessment Objective	Introduce students to techniques that can be used when developing and devising Drama. Skills development	Introduce students to theatre practitioners and explore applying their methods to create more ambitious devised performances. Skills development	Using the previous years exam paper, students create a devised performance in groups under exam conditions for the first time. Mock exam with a focus on learning need for deadlines and expectations of professionals in the theatre	Students begin to prepare for the real Devising exam performance, reflecting on the process they experienced during the mock. Portfolio research and develop also begins. EXAM WORK	Students prepare to perform their exam after 8-10 weeks of preparation. Once the exam is completed all lesson time for this term is dedicated to completing the accompanying portfolio. EXAM WORK	Lesson time is now split between portfolio completion and preparation for the PAP exam in year 11. Students begin to explore different play texts. EXAM WORK

11	Unit/Topic	Presenting and Performing texts:	Presenting and Performing texts/ Drama performance and response (written exam preparation):	Presenting and Performing texts/ Drama performance and response (written exam preparation):	Presenting and Performing texts/ Drama performance and response (written exam preparation):	Drama performance and response (written exam preparation):	
	Specification/ Assessment Objective	Students continue to explore potential performance texts for their performance exam. They work in a variety of groups and explore various genres in order to find their strengths.	Lessons are now split between text performances and Blood Brothers exploration. PAP: Students continue to explore a range of texts, but a decision is made about which text they will use for the exam before the end of this term. Exam: Students study their written exam text: Blood Brothers in both practical and theory-based lessons.	Lessons continue to be split between both units. PAP: Students now have a definitive text they are working on and are getting this to an exam standard. There is focus on Stanislavski methods and developing understanding of character. Exam: Students continue to study Blood Brothers and also start mocks for the Live Theatre review focusing on how to respond to questions. Digital Theatre is used for the mocks.	Lesson time continues to be split until the performance exam. PAP: Students rehearse their scripted pieces until the real exam performance. Exam: lesson time is split between Blood Brothers revision and Live Theatre review prep with a focus on how to structure responses.	Full focus on written exam. Lesson time is split between Blood Brothers revision and Live Theatre review prep.	

Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
N/A	<p>Practitioner methods: this is not a requirement of the spec but it enhances student work dramatically and is so important for them to know if they are going on to study Drama or theatre at A level.</p> <p>Range of plays studied: there is no requirement for students to study a wide range of plays, but I feel it is so important for them to have knowledge of key works and writers that have influenced theatre throughout the ages.</p> <p>Set/lighting/sound: students gain an understanding about how technical theatre can enhance a performance as this is useful for those who wish to study theatre further and also benefits them hugely in the theatre review section of the exam.</p>

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Powerful Knowledge	<p>Know how to work as part of a team effectively.</p> <p>Get to grips with devising well developed performances with strong characters.</p> <p>Develop confidence and creativity.</p>	<p>Discovering practitioner methods opens the mind to more creative approaches.</p> <p>Continuing to develop ability to work collaboratively and develop creative responses.</p>	<p>Work to a performance exam deadline/ develop performance skills.</p> <p>Working in one group for an extended amount of time.</p>	<p>Work to an exam deadline.</p> <p>Use feedback to reflect and develop skills.</p>	<p>Performing for an audience under exam conditions.</p> <p>Self-discipline and independent study when creating portfolio.</p>	<p>Time management skills and self-discipline (Devising – completing portfolio to a deadline)</p> <p>Team work, confidence, empathy (PAP)</p>
	Why it is important to know	<p>Being a valuable team member is a vital skill in the world today. Students must learn how to work with others effectively even if they do not get outside of the classroom.</p> <p>It is important that students are able to develop their ability to empathise with people whose situations are different to their own as this enables them to create truthful/powerful characters and storylines for performance.</p> <p>Students' confidence must be developed as quickly as possible in order for them to start to be as creative as possible.</p>	<p>It is so important for students to continue to learn to work collaboratively so they are an effective member of a team.</p> <p>It is important for students to understand how each practitioner shapes theatre in different ways as this enables them to explore character and meaning in much more depth. This also develops their ability to empathise with others. It is important for students to understand what physical theatre is and how it is used in theatre to create meaning.</p> <p>Practitioner study helps to develop the emotional maturity expressed in Drama: the real change from KS3 to KS4 is seen here.</p>	<p>It is important for students to develop their ability to work to a longer deadline and learn to rework and refine a performance based on feedback.</p> <p>It is key that students learn to work with the same group of people for several weeks and understand how to overcome issues that may arise.</p>	<p>Students must become responsible for realising initial ideas while meeting a deadline.</p> <p>It is vital students can apply feedback they have received from the mock performances in order to develop their skills effectively. Self-development and applying feedback is a skill transferable to all walks of life.</p>	<p>Students must understand how to manage the emotions felt when performing to an audience under pressure. This could apply to many job roles in the future if they are required to speak in front of people.</p> <p>Students have to realise they are responsible for their own time management and completion of course work. Working to deadlines is vital in all areas of life.</p>	<p>Devising: Working to deadlines is important in all subjects/ future careers. Students must learn to have self-discipline during this time as they are working independently on their written work.</p> <p>PAP: Students are given the opportunity to explore different play texts and work in different groups to explore their strengths. They must begin to understand how to connect with existing characters.</p>

11	Powerful Knowledge	Develop team work, confidence, empathy and knowledge of wider theatre.	Developing knowledge of plays and writers. Theoretical knowledge of theatre.	How to rehearse, develop and perform a scripted Drama performance Develop critical thinking and analysing skills.	Performing scripted work to an audience. Theoretical knowledge of theatre. Experiencing a live performance	How to prepare for an exam and how to cope under pressure.	
	Why it is important to know	<p>Students are given the opportunity to explore different play texts and work in different groups to explore their strengths and continue to learn to work collaboratively in a mature manner. They must begin to understand how to connect with existing characters.</p> <p>Connecting with characters enables students to actually empathise with people different to themselves.</p> <p>Gaining knowledge of a wide range of plays and genres of theatre develops students cultural, social, historical and political awareness.</p>	<p>Students continue to develop their knowledge of plays and writers which enables them to become more rounded and cultured individuals.</p> <p>Exploring Blood Brothers for the written exam enables students to really analyse theatre and characters. They discover new aspects of theatre that enable them to develop as performers and critical thinkers.</p>	<p>Students are given responsibility to work independently as they develop their scripted performances for their exam.</p> <p>Students also apply Stanislavski techniques to their work and understand how this can enhance an actor's performance. Stanislavski is considered basic actor knowledge, therefore those who wish to go on to study acting further must have this awareness.</p> <p>Students begin to analyse live theatre productions and discover all aspects of theatre. This helps them to critically review all theatre and TV they watch and become better performers themselves.</p>	<p>Students gain the ability to learn lines and create a convincing performance with them rather than just reciting words on a page. This skill could be incredibly useful when presenting work in future jobs or answering questions in an interview.</p> <p>Students continue to think critically about theatre and they are exposed to key dramatic works performed by professionals.</p> <p>Theatre visit is a cultural experience but also a way to link the theory learned to a live event/experience.</p>	<p>Students must learn how to revise effectively. It is important they develop their subject specific vocabulary, and show their developed understanding of theatre. Practising to do this under pressure is vital as this applies to all subjects and future exams.</p>	

How does the Curriculum Intent meet the ACE curriculum design?	
Ambitious	Students are encouraged to take risks and push themselves to be creative in the work they produce. They are pushed to work outside of their comfort zone in order to become the most accomplished of performers. Students are encouraged to form and justify opinions using subject specific vocabulary confidently
Challenging	Students are pushed to create well developed and mature pieces of Drama and connect with characters whose experiences are different from their own. During Assignments the tutor will take on the role of a facilitator leaving students with the responsibility to manage their own time and creative development. Students are challenged to form their own opinions based on knowledge of both traditosna and experimentation in the theatre world.
Engaging	All lessons and tasks are varied and can be accessed on differing levels by students of all abilities. Students quickly learn that they are responsible for the success of their own performances and this pushes them to want to impress the tutor and their peers.
What are the current strengths of the Curriculum Intent?	
The strengths of this curriculum is that it provides such a wide range of theatre exploration and freedom to change and adapt the content explored, depending on the skills of the students in front of you. Students of all abilities and experiences can access this course and become well rounded theatre makers. Students learn to become responsible for their own work and take real pride in their performances. They are encouraged to engage in mature discussions in relation to the social, historical, political and cultural context of plays and characters which helps them to become more informed individuals. There are many opportunities through Drama to develop SMSC and the students' self-awareness and empathy for others. This course enables a mostly practical approach to study which enable students to learn through exploration which suits our students well.	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> • KS4 Curriculum content changes; • Powerful knowledge changes; • Modifications to ensure an ACE curriculum design; • CPD for teachers in your subject area; • Additional research you have to consider as part of this review. 	
<p>The specific content (such as plays and stimuli explored) can be changed each year depending on the students. CWR is continuously discovering new stimuli to engage the students and exploring different approaches to theory work.</p> <p>CWR uses the OCR Facebook support group to continue to explore others approaches to course delivery and is continuing to research CPD opportunities such as webinars.</p> <p>Ensure both tutor and PA technician stay up to date with changes and developments in the Industry</p> <p>Having previously worked in a specialist performing arts school, CWR ensures content of this course is designed to meet the need of the specification whilst also successfully preparing those students who wish to continue to study Drama for their KS5 study.</p>	