**Drama**

**Implementation Plan**

**KS4**

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| **What is being taught?** | **When is it taught?** | **Skills and knowledge:** | **Assessment:** |
| **Devising drama** | Autumn term:* Devising drama for performance
* Filming the devising drama pieces
* Preparing the written element of the devising drama coursework
 | * Work collaboratively to create, develop, perform and evaluate their own piece of devised drama as either performers or designers.
* Use research to inform creative decisions when devising their drama • examine the social, cultural or historical context of the chosen stimulus
* Explain how research has impacted on their artistic intentions
* Show the progression of their idea from initial thoughts to the realised form
* Select ideas to create engaging drama
* Clearly document the development of the performance during the devising process through the use of a portfolio
* Plan for effective use of rehearsals
* Refine and amend work throughout the devising process so that clear dramatic intentions are communicated to the audience
* Analyse and evaluate decisions and choices made during the process of creating drama
* Apply performance or design skills to performance for an audience
* Explain the changes made to their drama with reference to their artistic intentions and explain the intended impact on the audience
* Evaluate their final piece of devised drama
* Use accurate subject specific terminology.
 | Coursework (30%) |
| **Performance and response** | Autumn term:* Watch a live professional performance
* Focus on the written skills required for Section B of the exam

Spring term:* Reading of Blood Brothers
* Focus on the written skills required for Section A of the exam

Summer term:* Revision for final exam
 | * Define how the social, historical and cultural contexts have an effect on the chosen performance text
* Explore and identify the characteristics of a text through practical preparation work and be able to explain the impact they have on a performance text
* Select examples from their own practical study which demonstrate knowledge and understanding of the full range of characteristics of the performance text
* Identify how a range of genres may have been used to inform the characteristics of the performance text
* Identify how meaning is communicated within the performance text
* Evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text.
* State advantages and disadvantages for the decisions made directing, acting and designing for a performance
* Apply knowledge and understanding of the development of drama and performance to the studied performance text.
* Select and use appropriate subject-specific terminology
* Discuss, analyse and evaluate how meaning is created and communicated through live theatre using their knowledge and understanding of drama
* Analyse and evaluate the acting, design and the characteristics of the performance text seen.
 | Section A and B written exam (40%) |
| **Presenting and performing texts**  | Spring term:* Study two extracts from one performance text
* Describe their artistic intentions for a performance
* Present two extracts in a showcase.
 | * interpret the texts so that the playwright’s intention can be communicated
* Demonstrate the principles that will underpin their response to the key extracts through performance or design
* Apply their knowledge of genre, style and theatrical conventions to the way they will perform or design
* Use performance space effectively
* Develop a character or design and demonstrate the way it interacts with other characters or with stage artefacts
* Either: present a complete performance of the extracts with lines learnt, performance rehearsed and refined, performance skills used, intention of the playwright demonstrated and audience engaged or: present a complete realised design for both extracts with final designs, artefacts, models or sets completed, as appropriate, intention of the playwright demonstrated and audience engaged
* Use rehearsals effectively to rehearse or make, and to adapt and refine their performance or design as appropriate.
 | Coursework and external examiner visit (30%) |