

Long Term Plan - KS4 - Year 10 and 11 Drama

Year 10											
Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Blood Brothers Exam Prep	Exam style responses How to analyse and annotate performance skills in a theoretical format Application of dramatic terminology. Content surrounding the GCSE set text Blood Brothers - to be explored in a practical way to engage students in the storyline and progression of it's characters.	English and literacy skills (reading and comprehension) Verbal/aural skills Application of dramatic skills including interpretation skills and ability to read from a script.	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	Approach to exam style responses, in particular 6.3 (12) 6.4 (20) and section C (32).	Students have already experience d the set text at ks3 and have focused on key elements such as performance techniques, acting skills and the key themes within Blood Brothers.	Students study practitioners and their set texts in detail to cover Unit 1 of the course (exam content). This knowledge and understanding of how to analyse and annotate is a skillset that can be carried across to KS5.	Due to exam content being the focus of the unit students can be stretched through adaptations of questions and by being given alternate revision and prep material to complete.	Students are encouraged to comment on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks.	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience.	A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.
HT 2	Billy Elliott/Live Theatre Exam Prep	Exam style responses How to analyse and annotate performance skills in a theoretical	English and literacy skills (reading and comprehension) Verbal/aural	Using innovation and creativity to overcome challenges and	Approach to exam style responses, in particular 6.3 (12) 6.4 (20) and	Students have explored acting skills in a practical		Due to exam content being the focus of the unit students can be stretched			

		format Application of dramatic terminology. Content surrounding the GCSE set text Blood Brothers - to be explored in a practical way to engage students in the storyline and progression of it's characters.	skills Application of dramatic skills including interpretation skills and ability to read from a script.	obstacles through team building and improvisation	section C (32)	way throughout KS3 to ensure that they are able to write successfully about the skills required to perform live theatre.		through adaptations of questions and by being given alternate revision and prep material to complete			
HT 3	Introduction to Devising	The approach to creating and developing theatre and performance that numerous historical and current practitioners have had on the development of the arts.	Practitioner approaches Drama terminology Performance and practical skills Teamwork and improvisational skills Time management and organisational skills.	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	The students haven't worked in a practical format as a year group yet so confidence building and a slow approach to re-capping the dramatic skills covered at KS3 will be required.	Students have explored acting skills in a practical way throughout KS3 to ensure that they are able to write successfully about the skills required to perform live theatre - they have also looked at key practitioners to support the approach.	Prep for component 2 and 3 (workshop and live theatre) units at KS5 - BTEC Level 3. Direct application of skills developed to be expanded upon.	Students will be grouped according to skill level and will be encouraged throughout rehearsal to take leadership and ownership of the performance. Questioning with probe development and a range of approaches to the set task.	Students are encouraged to comment on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks. Students also look at a range of stimuli taken from factual sources that students analyse and annotate, making links to current	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience	A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.

									issues and ongoing throughout the world.		
HT 4	Exploration of Devising and Logbook writing	The approach to creating and developing theatre and performance that numerous historical and current practitioners have had on the development of the arts.	Practitioner approaches Drama terminology Performance and practical skills Teamwork and improvisational skills Time management and organisational skills. English and literacy skills	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	This is the first time students will begin responding to stimuli in a dramatic and creative way. They will be supported through considered questioning.	Students have explored acting skills in a practical way throughout KS3 to ensure that they are able to write successfully about the skills required to perform live theatre - they have also looked at key practitioners to support the approach.	Prep for component 2 and 3 (workshop and live theatre) units at KS5 - BTEC Level 3. Direct application of skills developed to be expanded upon.	Students will be grouped according to skill level and will be encouraged throughout rehearsal to take leadership and ownership of the performance. Questioning with probe development and a range of approaches to the set task.	Students look at a range of stimuli taken from factual sources that students analyse and annotate, making links to current issues and ongoing throughout the world. They work as a group to problem solve and develop a meaningful performance.	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience	A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.
HT 5	Application of Devising skills	The approach to creating and developing theatre and performance. Physical performance techniques and acting skills. Confidence in performing to a selected	Practitioner approaches Drama. Acting skills and techniques.	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	Confidence when performing, application of skills and the development of the performance to meet the grading criteria.	Students have explored acting skills in a practical way throughout KS3 to ensure that they are able to	Prep for component 2 and 3 (workshop and live theatre) units at KS5 - BTEC Level 3. Direct application of skills developed to	Students will be grouped according to skill level and will be encouraged throughout rehearsal to take leadership and ownership of	Students look at a range of stimuli taken from factual sources that students analyse and annotate, making links to current	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and	A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any

		audience.				write successfully about the skills required to perform live theatre - they have also looked at key practitioners to support the approach.	be expanded upon.	the performance. Questioning with probe development and a range of approaches to the set task.	issues and ongoing throughout the world. They work as a group to problem solve and develop a meaningful performance.	listening skills being adapted upon. Students learn the appropriate way for behaving during performance and how to also be a respectful member of an audience	performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.
HT 6	Texts in Practice preparation	Responding to scripted text in a thought out and considered way through application of dramatic skills.	Practitioner approaches Drama. Acting skills and techniques.	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	The learning of lines and performing a text that they may be unfamiliar with initially.	Students have already experienced the set text at KS3 and have focused on key elements such as performance techniques, acting skills and the key themes within Blood Brothers - they will apply this knowledge to a new text.	Prep for component 1 and 2 (live theatre and exam unit) units at KS5 - BTEC Level 3. Direct application of skills developed to be expanded upon.	Students will be grouped according to skill level and will be encouraged throughout rehearsal to take leadership and ownership of the performance. Set texts will be chosen accordingly and will stretch and challenge all students as per their skill set.	Students are encouraged to comment on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks.	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. The appropriate way for behaving during performance.	A career in the acting community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.

Year 11											
Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT 1	Exploration of Devising	The approach to creating and developing theatre and performance that numerous historical and current practitioners have had on the development of the arts.	Practitioner approaches Drama terminology Performance and practical skills Teamwork and improvisational skills Time management and organisational skills. English and literacy skills	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	This is the first time students will begin responding to stimuli in a dramatic and creative way. They will be supported through considered questioning.	Students have explored acting skills in a practical way throughout KS3 to ensure that they are able to write successfully about the skills required to perform live theatre - they have also looked at key practitioners to support approach.	Prep for component 2 and 3 (workshop and live theatre) units at KS5 - BTEC Level 3. Direct application of skills developed to be expanded upon.	Students will be grouped according to skill level and will be encouraged throughout rehearsal to take leadership and ownership of the performance. Questioning with probe development and a range of approaches to the set task.	Students look at a range of stimuli taken from factual sources that students analyse and annotate, making links to current issues and ongoing throughout the world. They work as a group to problem solve and develop a meaningful performance.	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience	A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.
HT 2	Log Book Writing	The approach to creating and developing theatre and performance that numerous historical and current practitioners have had on the	Practitioner approaches Drama terminology Performance and practical skills Teamwork and improvisational	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	Recording of practical processes. Students will be supported through scaffolded preparation, key	Students have explored acting skills in a practical way throughout KS3 to ensure that	Prep for component 2 and 3 (workshop and live theatre) units at KS5 - BTEC Level 3. Direct application of	Questioning with probe development and a range of approaches to the set task.	Students look at a range of stimuli taken from factual sources that students analyse and annotate,	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance	A career in the acting community - such as a deliverer of workshops, a programme leader within a theatre or any

		development of the arts.	I skills Time management and organisational skills. English and literacy skills		terminology and modelling	they are able to write successfully about the skills required to perform live theatre - they have also looked at key practitioners to support approach.	skills developed to be expanded upon.		making links to current issues and ongoing throughout the world. They work as a group to problem solve and develop a meaningful performance.	through speaking and listening skills being adapted upon. The appropriate way for behaving during performance.	performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.
	Exam preparation and development	Exam style responses How to analyse and annotate performance skills in a theoretical format Application of dramatic terminology. Content surrounding the GCSE set text Blood Brothers - to be explored in a practical way to engage students in the storyline and progression of it's characters.	English and literacy skills (reading and comprehension) Verbal/aural skills Application of dramatic skills including interpretation skills and ability to read from a script.	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	Approach to exam style responses, in particular 6.3 (12) 6.4 (20) and section C (32).	Students have already experienced the set text at ks3 and have focused on key elements such as performance techniques, acting skills and the key themes within blood brothers - they will apply this knowledge	Supports the approach to comp 1 (exam component) of the BTEC KS5 Level 3 course as it follows a similar structure.	Due to exam content being the focus of the unit students can be stretched through adaptations of questions and by being given alternate revision and prep material to complete.	Students are encouraged to comment on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks.		
HT 3	Texts in practice understanding and	Responding to scripted text in a thought out and considered way	Practitioner approaches Drama. Acting skills	Using innovation and creativity to overcome	The learning of lines and performing	Students have already experience	Prep for component 1 and 2 (live theatre and	Students will be grouped according to skill level and	Students are encouraged to comment	Rules surrounding rehearsal disciplines,	A career in the acting community - such as a

	development	through application of dramatic skills.	and techniques.	challenges and obstacles through team building and improvisation	a text that they may be unfamiliar with initially.	d the set text at ks3 and have focused on key elements such as performance techniques, acting skills and the key themes within blood brothers - they will apply this knowledge to a new text.	exam unit) units at KS5 - BTEC Level 3. Direct application of skills developed to be expanded upon.	will be encouraged throughout rehearsal to take leadership and ownership of the performance. Set texts will be chosen accordingly and will stretch and challenge all students as per their skill set.	on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks.	audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. The appropriate way for behaving during performance.	deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.
HT 4	Texts in practice rehearsal and performance	Responding to scripted text in a thought out and considered way through application of dramatic skills.	Practitioner approaches Drama. Acting skills and techniques.	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	The learning of lines and performing a text that they may be unfamiliar with initially.	Students have already experienced the set text at ks3 and have focused on key elements such as performance techniques, acting skills and the key themes within blood brothers - they will apply this knowledge	Prep for component 1 and 2 (live theatre and exam unit) units at KS5 - BTEC Level 3. Direct application of skills developed to be expanded upon.	Students will be grouped according to skill level and will be encouraged throughout rehearsal to take leadership and ownership of the performance. Set texts will be chosen accordingly and will stretch and challenge all students as per their skill	Students are encouraged to comment on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks.	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. The appropriate way for behaving during performance.	A career in the acting community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview,

						to a new text.		set.			regardless of the job role.
HT 5	Blood Brothers - Development of understanding	Exam style responses How to analyse and annotate performance skills in a theoretical format Application of dramatic terminology. Content surrounding the GCSE set text Blood Brothers - to be explored in a practical way to engage students in the storyline and progression of it's characters.	English and literacy skills (reading and comprehension) Verbal/aural skills Application of dramatic skills including interpretation skills and ability to read from a script.	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	Approach to exam style responses, in particular 6.3 (12) 6.4 (20) and section C (32).	Students have already experienced the set text at ks3 and have focused on key elements such as performance techniques, acting skills and the key themes within blood brothers.	Students study practitioners and their set texts in detail to cover Unit 1 of the course (exam content). This knowledge and understanding of how to analyse and annotate is a skillset that can be carried across to KS5.	Due to exam content being the focus of the unit students can be stretched through adaptations of questions and by being given alternate revision and prep material to complete.	Students are encouraged to comment on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks.	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience.	A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.
	Billy Elliott - Development of understanding	Exam style responses How to analyse and annotate performance skills in a theoretical format Application of dramatic terminology. Content surrounding the GCSE set text Blood Brothers - to be explored in a practical way to engage students in the storyline and progression	English and literacy skills (reading and comprehension) Verbal/aural skills Application of dramatic skills including interpretation skills and ability to read from a script.	Using innovation and creativity to overcome challenges and obstacles through team building and improvisation	Approach to exam style responses, in particular 6.3 (12) 6.4 (20) and section C (32)	Students have explored acting skills in a practical way throughout KS3 to ensure that they are able to write successfully about the skills required to perform live theatre.		Due to exam content being the focus of the unit students can be stretched through adaptations of questions and by being given alternate revision and prep material to complete			

[illegible]