

KS4 Drama



Head of Department: Ms Tavares



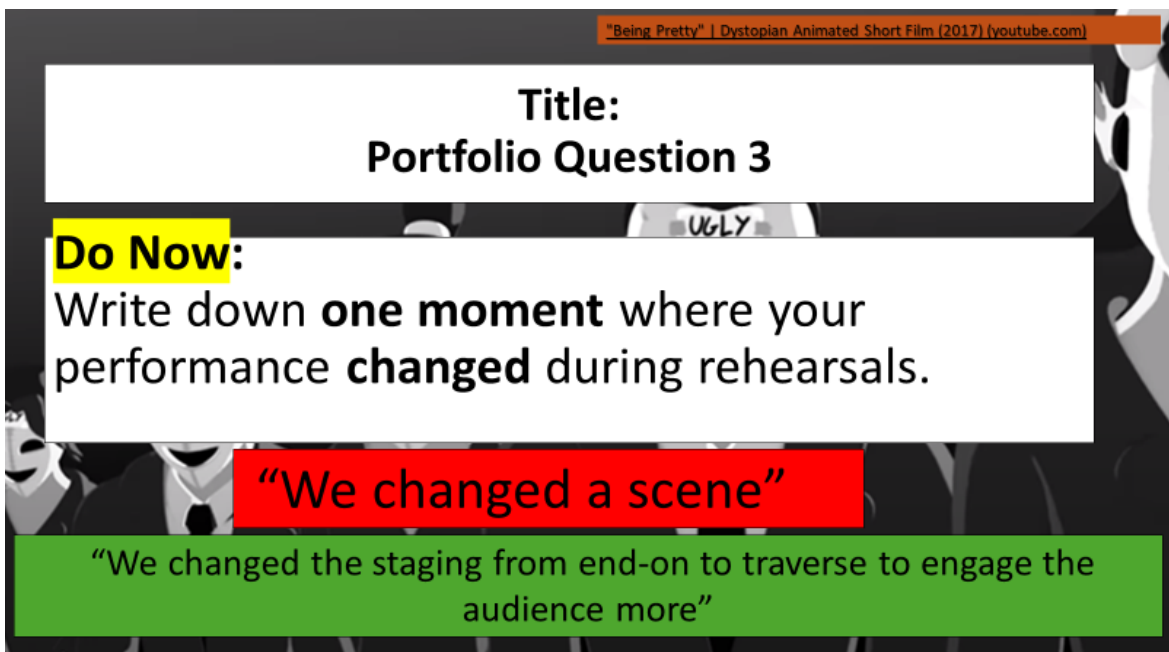
Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all KS4 Drama lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in Drama look like this:



The image shows a screenshot of a 'Ready to Learn' activity for Drama lessons. At the top, there is a small orange banner with the text: "Being Pretty" | Dystopian Animated Short Film (2017) (youtube.com). Below this, the title "Title: Portfolio Question 3" is displayed in a white box. Underneath the title, the text "Do Now:" is highlighted in yellow. The main instruction reads: "Write down **one moment** where your performance **changed** during rehearsals." Below this instruction, there are two examples of responses. The first response, "We changed a scene", is highlighted in a red box. The second response, "We changed the staging from end-on to traverse to engage the audience more", is highlighted in a green box. The background of the activity sheet features a grayscale image of a person in a suit with the word "UGLY" written on their chest.

Title:
Portfolio Question 3

Do Now:
Write down **one moment** where your performance **changed** during rehearsals.

"We changed a scene"

"We changed the staging from end-on to traverse to engage the audience more"

Y10 Drama

Year 11

Year 10 Summer
OWNING YOUR STORY
REFINE AND FINALISE

Students receive teacher feedback on their first draft and respond to improve the quality of their written work before submitting to exam board for moderation.

Year 10 Summer
OWNING YOUR STORY
DRAFT THE PORTFOLIO

Students complete remaining sections of devising portfolio, producing a full first draft. Evaluating their creative process, rehearsals and refinement of ideas.

Year 10 Spring
SPEAKING THE LANGUAGE
PLAN AND RESPOND

Students begin devising portfolio by completing initial questions, reflecting on exploration tasks and development of ideas.

Year 10 Spring
SPEAKING THE LANGUAGE
PERFORM

Students perform their final devising piece which is marked against the examination criteria and recorded to be submitted to the exam board.

AP2

Year 10 Spring
SPEAKING THE LANGUAGE
CREATE AND DEVELOP

Students work collaboratively to devise an original performance inspired by the stimulus. Refinement of ideas, experimentation and feedback. While documenting the creative process.

Year 10 Spring
SPEAKING THE LANGUAGE
EXPLORE THE STIMULUS

Introduce devising process by exploring the stimuli through practical workshops, drama techniques and reflective tasks

AP1

Year 10 Autumn
REIGNITING FIRES
ANTIGONE

Exploring and understanding the set text for GCSE. Applying theoretical knowledge through practical explorations

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How is your attainment measured in Year 10 in Autumn term?

Autumn: HT1 – Antigone (Exam Set Text)

Key Term Assessment	• Performance skills terminology including; voice, physicality, stage space • Staging terminology
4 Mark Question 6 Mark Question	Explain how you would use performance skills to play the role of characters from the extract. • Describe the performance choices you would make • Make connections to the extract through identifying key moments • Explain the choices through character analysis.

Autumn: HT2 (Antigone Set Text)

Costume Design Task	• Design of costume for key characters in Antigone including colour, style, condition, size, details. • Make connections to set text through key moments and character analysis
Mock Performance of Antigone Extract	• Demonstrate application of performance skills through short extract of Antigone in lead up to final performance

Assessment Point 1

What is assessed?	% of course	Why?
- Understanding of Antigone, its characters, plot, themes and director intent. - Demonstrate knowledge and understanding of how to bring this to life as a performer and director - Application of performance skills; voice, physicality, stage space, characterisation	25% Written 10% Performance	Assess all the students have covered in their GCSE course so far. Prioritise coverage of set text in Year 10. Develop performance skills through written and performance assessment.

How is your progress measured in Drama in Autumn Term?

Year 10 'I Can' statements

Emerging	Achieving	Excelling
I can describe the plot, key characters and main relationships in <i>Antigone</i> , using examples from the play.	I can explain key characters, relationships, themes and significant moments in <i>Antigone</i> using relevant references from the text.	I can analyse how characters, relationships and themes develop throughout <i>Antigone</i> , using detailed textual evidence to support interpretations.
I can describe the plot, key characters and main relationships in <i>Antigone</i> , using examples from the play.	I can apply vocal, physical and stage space skills appropriately to communicate character, relationships and intentions within an extract.	I can justify and evaluate how sophisticated combinations of vocal, physical and stage space skills create meaning, tension and audience response.
I can make simple performance choices and explain what they show about a character.	I can explain performance choices for a character, linking them to key moments, intentions and character development.	I can analyse and justify detailed performance choices, considering subtext, character arc and audience impact.
I can create suitable costume ideas that reflect a character's personality, status or role in the play.	I can explain how costume design choices communicate character, status and themes using appropriate drama terminology.	I can justify detailed costume design decisions by linking them to context, themes, character development and intended audience response.
I can describe how performance and design choices affect an audience.	I can explain how performance and design choices create meaning and affect an audience.	I can evaluate how specific performance and design decisions shape audience interpretation, mood and emotional response.
I can use drama terminology to describe performance skills, staging and design choices in <i>Antigone</i> .	I can accurately use drama terminology when responding to GCSE-style questions about performers and designers.	I can confidently use precise drama terminology to construct detailed analytical and evaluative GCSE-style responses.
I can rehearse and perform an extract with clear characterisation and sustained focus.	I can perform an extract with clear characterisation, sustained focus and appropriate use of vocal and physical skills.	I can sustain a convincing performance that communicates complex relationships, status shifts and character development with confidence and control

Topic: Antigone by Roy Williams

Autumn Term Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Practical: Set the Scene	Emerging: Can identify basic character traits.	Explore introduction of characters through physical and non-verbal skills. Rehearse soldiers and Creo.
	Achieving: Uses physical and vocal skills to communicate character clearly.	
	Excelling: Manipulates movement, posture and voice to show status and relationships.	
Theory: Expressing use of Physicality	Emerging: Identifies physical skills.	Analyse own physical performance choices as a performer.
	Achieving: Explains how a physical skill communicates meaning.	
	Excelling: Analyses how multiple physical skills create dramatic effect.	
Practical: Establishing Characters	Emerging: Can show a clear difference between the two characters.	Contrasting Esme and Tig through performance
	Achieving: Uses contrasting voice and movement effectively.	
	Excelling: Sustains nuanced contrasts reflecting character intentions and relationships.	
Theory: Expressing use of Voice	Emerging: Identifies vocal skills.	Analyse own vocal performance choices as a performer.
	Achieving: Explains how vocal choices communicate character.	
	Excelling: Analyses how vocal skills create audience response and meaning.	
Practical: Antigone's Consequence	Emerging: Understands basic stage positions.	Explore with staging and proxemics to demonstrate status.
	Achieving: Uses proxemics to communicate power relationships.	
	Excelling: Justifies staging choices that enhance tension and status.	
Theory: Expressing use of Stage Space	Emerging: Describes a staging choice.	Analyse multiple ways staging choices can convey Creo's power and status.
	Achieving: Explains how staging communicates Creo status.	
	Excelling: Evaluates how staging creates dramatic impact and audience understanding.	
Practical: The Impact of Eunice	Emerging: Uses emphasis on key words.	Interpret character to audience through vocal exploration and focus on emphasis.
	Achieving: Adapts vocal skills to show changes in Tig and power of Eunice.	
	Excelling: Demonstrates a clear character arc using sophisticated vocal choices.	
Theory: Mapping character arc	Emerging: Gives simple references to Tig development.	Give evidence of character development evidencing events through the play.
	Achieving: Supports viewpoints with examples from the play.	
	Excelling: Develops a balanced argument using detailed evidence.	

Topic: Antigone by Roy Williams

Autumn Term Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Practical: Creo and Eamon head to head	Emerging: Shows basic relationship between characters	Combine movement and spacing to convey the father son relationship, focusing on the back and forth of power.
	Achieving: Uses movement and spacing to communicate conflict.	
	Excelling: Creates a convincing power struggle through detailed performance choices	
Theory: Mapping character arc	Emerging: Identifies changes in Haemon.	Analyse and give evidence of Eamon's manipulation and relationship differences.
	Achieving: Explains differences in how he behaves to his parents.	
	Excelling: Analyses how language and behaviour reflect development.	
Practical: Tension Rises	Emerging: Can vocally communicate the change in Eamon and Tig's relationship through the scene	Show development of the characters Eamon, Tig and Eunice through rehearsal and performance.
	Achieving: Uses a combination of performance skills to communicate the change of tension between Eamon and Tig.	
	Excelling: Can seamlessly communicate the subtext of the characters relationship through a combination of performance skills.	
Theory: Designing through costume	Emerging: Suggests basic costume ideas.	Design and explain costume choices for Tig and Eamon including how performers use their costume pieces.
	Achieving: Explains how costume reflects character and suggest ways for performers to use their costumes	
	Excelling: Analyses how costume supports themes and character development during performance of text.	
Practical (Scene 10): Eamon and Tig Together Forever	Emerging: Participates in ensemble movement.	Perform Tig and Eamon's final scene working with production elements to enhance movement sequence.
	Achieving: Uses movement skills to create dramatic end, focus on sequencing and clarity	
	Excelling: Creates seamless transitions and complex emotional storytelling.	
Practical (Scene 11): Cross-Cutting to finish	Emerging: Use a clear cross-cut structure to move between location of scene.	Work collaboratively to create a clear cyclical ending to Antigone.
	Achieving: Blend the scene of two environments and atmospheres through cross-cutting.	
	Excelling: Demonstrate create transition of scenes to create greater impact on audience.	

Topic: Antigone by Roy Williams

Autumn Term Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Theory Performance Skill Revision	Emerging: Can identify and define vocal, physical and stage space skills used by performers in <i>Antigone</i> .	Map character choices you would make as a variety of characters.
	Achieving: Recalls and uses vocal, physical and stage space skills correctly and applies to <i>Antigone</i> .	
	Excelling: Can analyse and justify how vocal, physical and stage space skills communicate character, relationships and meaning to an audience in <i>Antigone</i> .	
Theory: Performance Skill Revision	Emerging: Can identify how a performance choice might affect an audience.	Apply your choices to exam style questions.
	Achieving: Can explain audience impact in exam style questions when discussing use of performance choices.	
	Excelling: Can evaluate audience impact and analyse how specific performance choices create meaning, mood and emotional response.	
Theory: Costume Design Revision	Emerging: Can identify suitable costume items and basic design choices for characters in <i>Antigone</i> .	Map your costume design ideas building characters, setting and themes.
	Achieving: Can make appropriate and detailed choices for costume design for several characters in <i>Antigone</i> .	
	Excelling: Can justify detailed costume design decisions, linking them to characterisation, themes, context and intended audience response.	
Theory: Costume Design Revision	Emerging: Can describe how costume helps communicate character to an audience.	Apply your choices to exam style questions.
	Achieving: Can explain audience impact in exam style questions when discussing use of costume for performers in <i>Antigone</i> .	
	Excelling: Can evaluate how costume choices shape audience interpretation and support the dramatic intentions of the production.	
Theory: Characterisati on Revision	Emerging: Can identify key characteristics and events in a character's journey through the play.	Map the rise and fall of characters and comparisons of character journeys.
	Achieving: Can evidence the characterisation and character arc of key characters in <i>Antigone</i> .	
	Excelling: Can analyse how characters develop throughout the play, using detailed references to support interpretations of their character arc.	
Theory: Characterisati on Revision	Emerging: Can suggest simple performance choices for a character in <i>Antigone</i> .	Apply your choices to exam style questions.
	Achieving: Can apply the direction of performers to their knowledge and understanding of the character throughout the play of <i>Antigone</i> .	
	Excelling: Can justify and evaluate detailed directing decisions, explaining how performance skills communicate character development and audience impact throughout the play.	
	AP1	

How is your attainment measured in Year 10 in Spring term?

Spring: HT1: Devising – Component 1 GCSE

Stimulus Exploration and Research (Production Pitch)	Tracking of work completion and quality of work completion to create building blocks for Devising: - Understanding of Stimulus - Clear links to ideas from stimulus - Clear application of research - Independent contribution and collaboration through rehearsal process
Structure and Characterisation	Tracking of work completion and quality of work completion to create building blocks for Devising: - Planning of plot and structure and plans for theatre conventions and style - Consideration of characters, relationships and character development

Spring: HT12 Devising – Component 1 GCSE

Refinement and intentions	Tracking of work completion and quality of work completion to create building blocks for Devising: - Refinement of scenes through structure, style and quality - Meeting the aims and intentions for the piece - Development of performance skills through characterisation
Full Mock Performance	

How is your progress measured in Drama in Spring Term?

Year 10 'I Can' statements

Emerging	Achieving	Excelling
I can identify themes and ideas from a stimulus and contribute ideas that help develop a devised performance.	I can explore a stimulus and develop ideas that communicate clear themes, intentions and messages to an audience.	I can interpret a stimulus independently, creating imaginative and original ideas that communicate a sophisticated artistic intention.
I can create a character with clear emotions, relationships and motivations using vocal and physical skills.	I can create and sustain a believable character with clear motivations, relationships and intentions.	I can create detailed and convincing characters whose motivations drive the narrative and engage the audience.
I can use vocal and physical skills to communicate character, emotion and meaning during performance.	I can apply vocal and physical skills purposefully to communicate character, relationships and dramatic meaning.	I can manipulate a wide range of vocal and physical skills with control and precision to communicate subtle meaning and create audience impact.
I can contribute to creating scenes that have a clear structure and help communicate the narrative of the piece.	I can devise scenes that are logically structured and clearly communicate narrative, themes and intentions.	I can shape and develop sophisticated dramatic structures that engage an audience and communicate meaning effectively.
I can work cooperatively during rehearsals, respond to feedback and help improve the performance.	I can use rehearsal time effectively to refine ideas, improve scenes and maintain character throughout performance.	I can independently use feedback and experimentation to refine performances and maximise their impact on an audience.
I can perform with focus and confidence and identify strengths and areas for development in my work.	I can sustain focus, characterisation and performance skills throughout a devised performance and explain audience impact.	I can perform with confidence, control and ensemble awareness whilst analysing and evaluating the effectiveness of creative decisions.

Topic: Devising

Spring Term Golden Nuggets and Work Hard

Lesson Title (Weekly)	Golden Nugget	Work Hard
Introduction and stimulus exploration	Emerging: Describe basic ideas from the stimulus	Explore the stimulus by sharing ideas and making meaningful connections to themes and real-life issues
	Achieving: Explore themes from the stimulus in detail, sharing thoughtful responses and opinions	
	Excelling: Make insightful links to real-world issues and begin to think about original ideas	
Movement Sequences of Chosen Topic	Emerging: Create still images with some clarity and basic transitions	Commit fully to physical and movement work to create an impactful sequence
	Achieving: Clear physicality and controlled transitions, showing contrast between characters	
	Excelling: A range of ensemble techniques to showing clear meaning and characters with a strong audience impact	
Monologue Work of Chosen Topic	Emerging: Write a simple monologue with a basic structure which shows some understanding of character	Draft, edit and rehearse monologue, experimenting with voice and emotion
	Achieving: Using emotive language with a clear structure, exploring the character's thoughts and feelings	
	Excelling: Create a powerful, engaging monologue which shows sympathy and understanding, creating a strong audience impact	
Creating Opening Scene + Mission Statement	Emerging: Contributes ideas to the opening	Contribute creative ideas to help create a clear message and refine the opening scene
	Achieving: Creates a clear mood and atmosphere, making a clear introduction to characters and themes	
	Excelling: Highly engaging opening, leading group to create a symbolic opening which communicates artistic intentions	
Structing and Sequencing the Piece	Emerging: Creates a simple beginning, middle and end	Organise scenes clearly to ensure the piece is clear and impactful to an audience
	Achieving: Scenes are sequence logically, linking moments clearly to the themes whilst considering audience understanding	
	Excelling: Creates a sophisticated structure (non-linear) with a strong narrative journey	
Rehearsal Flow + Cohesion	Emerging: Rehearse some sections with a basic understanding of how scenes link together. Focus can drop between sections	Rehearse consistently with focus
	Achieving: Rehearse with a clear sequence, scenes are smooth and purposeful, maintaining focus and character	
	Excelling: rehearse with fluidity and having a clear ensemble awareness, sustaining energy and focus	

How is your attainment measured in Year 10 in Summer term?

Summer: HT1 – Component 1 Portfolio

AO1	- Offers sustained explanations of the creative intentions for the performance. - Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning. - Demonstrates secure engagement with the process of collaboration, rehearsal and refinement. - Secure and consistent use of appropriate drama terminology.
A04	- Secure and balanced analysis and evaluation of personal contribution to the creation, development and refinement process. - Secure and balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language. - Effective and balanced analysis and evaluation of individual performance/design skills demonstrated in the performance. - Demonstrates effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.

Summer: HT2 Component 1 Portfolio

Component 1 GCSE Devising Final Performance	Mark given from Edexcel GCSE Component 1 Performance Assessment Criteria Out of 15.
Component 1 GCSE Devising First Draft Portfolio	Mark given from Edexcel GCSE Component 1 Portfolio Assessment Criteria Out of 45.

Assessment Point 2

What is assessed?	% of course	Why?
Component 1 Devising Performance and Portfolio	40%	This completes Component 1 and Component 2 and 3 are completed in Year 11

How is your progress measured in Drama in Summer Term?

Year 10 'I Can' statements

Emerging	Achieving	Excelling
I can explain how the stimulus inspired our devised performance and identify the main aims of the piece.	I can explain how the stimulus influenced our artistic intentions and use examples from the devising process to support my ideas.	I can analyse how the stimulus inspired creative decisions and justify how they supported the artistic intentions of the performance.
I can describe how practical activities and collaboration helped us develop ideas during the devising process.	I can explain how practical exploration and collaboration developed, refined and shaped the final performance.	I can analyse how experimentation, exploration and collaboration influenced the development of the final performance.
I can explain changes made during rehearsals and describe how they improved the performance.	I can explain and justify rehearsal decisions, showing how changes improved the effectiveness of the performance.	I can evaluate rehearsal decisions in detail, making judgements about their effectiveness and audience impact.
I can describe how performance and design skills were used to communicate meaning within the final performance.	I can explain how performance and design choices communicated meaning, character and intention to the audience.	I can analyse how performance and design choices combined to create meaning, communicate intention and engage the audience.
I can explain my contribution to the devising process and describe my strengths as a performer.	I can evaluate my contribution to the devising process and explain how my performance skills supported the success of the piece.	I can critically evaluate my contribution to the devising process and justify how my decisions contributed to the success of the final performance.
I can explain how successfully the final performance achieved its original intentions and communicated ideas to the audience.	I can evaluate how successfully the final performance achieved its aims and created an impact on the audience.	I can make detailed and justified judgements about the success of the final performance, linking intentions, process, outcomes and audience response throughout.

Topic:

Summer Term 1 Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Final Refinements	Emerging: Make improvements to production elements and performance skills that create a enhance the theatrical piece.	Rehearse consistently with focus
	Achieving: Make improvements to production elements and performance skills that create a sustained and confident theatrical piece.	
	Excelling: Make improvements to production elements and performance skills that create a sophisticated theatrical piece.	
Being Performance Ready	Emerging: Performance in a complete state with a focus and understanding of collaboration.	Rehearse consistently with focus
	Achieving: Demonstrate confidence and consistency in preparation for the final performance.	
	Excelling: Combinations of all skills and ambitions visible in final rehearsals.	
	Exam Performance Week	
Portfolio	Emerging: Identify key ideas and themes from the chosen stimulus.	Complete first draft of response to Question 1.
	Achieving: Express response to stimulus and outline groups aims for performance	
	Excelling: Analyse the stimulus in detail and justify how it influenced the group's intentions and ideas.	
Portfolio	Emerging: Use feedback to improve clarity and detail in written responses.	Apply feedback to second draft of Question 1 making refinements and improvements.
	Achieving: Write a clear and personal response to the question.	
	Excelling: Produce a thoughtful and well-structured response with detailed justification and reflection.	
Portfolio	Emerging: Identify the practical activities used to begin the devising process.	Complete first draft of response to Question 2.
	Achieving: Outline the initial tasks that started the devising process with examples and clear collaboration	
	Excelling: Explain in detail how practical exploration and collaboration developed creative ideas.	
Portfolio	Emerging: Develop written responses through the use of supporting examples.	Apply feedback to second draft of Question 2 making refinements and improvements.
	Achieving: Write a developed response with multiple creative examples	
	Excelling: Analyse the effectiveness of creative decisions using detailed examples and evaluation.	
Portfolio	Emerging: Identify changes made during the rehearsal process.	Complete first draft of response to Question 3.
	Achieving: Detail the changes made during rehearsal and why, ensuring a clear focus on purposeful choices made.	
	Excelling: Explain and justify rehearsal changes, linking them to artistic intentions and performance outcomes.	
Portfolio	Emerging: Recognise how rehearsal changes improved the performance.	Apply feedback to second draft of Question 3 making refinements and improvements.
	Achieving: Give clear examples that show impact on the final piece and therefore audience.	
	Excelling: Evaluate the success of rehearsal decisions with detailed reference to audience impact and dramatic intention	

Topic:

Summer Term 2 Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Portfolio	Emerging: Identify key performance and design elements used within the piece.	Complete first draft of response to Question 4.
	Achieving: Cover the elements in the questions with an example for each.	
	Excelling: Explain how performance and design elements contributed to meaning and audience understanding	
Portfolio	Emerging: Use examples to support written evaluations.	Apply feedback to second draft of Question 4 making refinements and improvements.
	Achieving: Develop response to include impact on audience and evaluation.	
	Excelling: Provide detailed evaluation and judgement of effectiveness with sustained audience analysis.	
Portfolio	Emerging: Identify personal contributions made to the devising process.	Complete first draft of response to Question 5.
	Achieving: Reflect on own ideas and contributions including own strengths in performance.	
	Excelling: Critically evaluate personal contributions and explain how they supported the group's success.	
Portfolio	Emerging: Describe performance skills used during the final performance.	Apply feedback to second draft of Question 5 making refinements and improvements
	Achieving: Include detailed examples of how performances skills were used to successfully create impact on audience.	
	Excelling: Analyse how specific performance skills communicated meaning and achieved the intended audience response.	
Portfolio	Emerging: Understand the original intentions of the devised performance.	Complete first draft of response to Question 6.
	Achieving: Explain how the final performance demonstrated the original aims successfully	
	Excelling: Evaluate the success of the final performance with detailed reference to aims, outcomes and audience impact.	
Portfolio	Emerging: Make links between different sections of the portfolio.	Apply feedback to second draft of Question 6 making refinements and improvements.
	Achieving: Give clear links to question 1 of portfolio and have detailed evaluation to conclude.	
	Excelling: Create a perceptive and evaluative conclusion that clearly links intentions, process, performance and final outcomes.	
	AP2	Full typed draft of Component 1 Portfolio.

How do all KS4 Drama lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **Drama** look like this:

Fill in the blanks (character motivations)

Characters	Wants	Fears
John Proctor	To do the right thing	
Elizabeth Proctor	To support John's decision	Being the one to influence his fate
Hale	To save lives	
Danforth		Admitting they were wrong

Y11 Drama

GCSE EXAMS

Full Component 3 Exam Revision

Double: Live Theatre Practice 9 markers
Single: The Crucible Revision

Full Component 3 Exam Revision

Double: Live Theatre Practice 6 markers
Single: The Crucible Revision

Component 2 Final performance exam to live examiner

Double: Live Theatre notes
Single: The Crucible DIRT

Component 2 Mock Performances

AP2 -

Live Theatre: Understanding how to approach Section B

Single: Design Exam Questions
Double: Component 2 rehearsal

AP1

Single: Component 2 rehearsal
Double: The Crucible Act 3 Design

Single: Revising Set
Double: Component 2 rehearsal

Single: Component 2 rehearsal
Double: The Crucible Act 3 Characters

Single: Design Exam Questions
Double: Component 2 rehearsal

Single: Revising costume
Double: Component 2 rehearsal

Single: Component 2 rehearsal
Double: The Crucible Act 2 – Lighting and sound

Single: Component 2 rehearsal
Double: The Crucible Act 2 – Costume and Set

Single: Component 2 rehearsal
Double: The Crucible Act 2 Characters

Single: Component 2 rehearsal
Double: The Crucible Act 1 – Lighting and sound

Single: Component 2 rehearsal
Double: The Crucible Act 1 – costume and set

Single: Component 2 rehearsal
Double: The Crucible Act 1 Characters

How is your attainment measured in Year 11 in Autumn term?

Autumn: HT1

A03	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	The Crucible Topic Assessment
A03	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	The Crucible 9 Marker

Autumn: HT1

A03	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	The Crucible 14 marker
A02	Apply theatrical skills to realise artistic intentions in live performance.	Component 2 Rehearsal and Mock Performance

Assessment Point 1

What is assessed?	% of course	Why?
Component 3 Section A Full exam Paper	30%	Component 3 content covered and revised.
Component 2 working at grade	20%	Component 2 work in progress in preparation for live exam.

How is your progress measured in Drama in Autumn Term?

Year 11 'I Can' statements

Emerging	Achieving	Excelling
I can describe key characters, events and themes in <i>The Crucible</i> and identify important moments in the play.	I can explain how characters, relationships and themes develop throughout <i>The Crucible</i> , using relevant references from the text.	I can analyse how Miller develops characters, relationships and themes throughout <i>The Crucible</i> , using detailed evidence from the text.
I can explain the motivations and relationships of characters and use some evidence from the text to support my ideas.	I can apply vocal and physical skills effectively to communicate character intentions, relationships and dramatic meaning in performance.	I can sustain a convincing character using sophisticated vocal and physical skills that communicate subtext and dramatic intention.
I can use vocal and physical skills to communicate character and emotion when performing extracts from a script.	I can explain how performance choices communicate character, subtext and audience understanding.	I can analyse and justify performance choices by exploring character development, motivations and audience response.
I can describe how performance skills, staging or costume choices help communicate character and meaning to an audience.	I can explain and justify costume, staging or design choices by linking them to character, context and dramatic intentions.	I can analyse and evaluate design choices, linking them to context, directorial intentions, themes and audience impact.
I can explain how a performer or designer might present a character in a key moment from the play.	I can explain how performance and design choices create a clear impact on an audience and support the meaning of the play.	I can evaluate how performance and design elements work together to shape audience interpretation and dramatic meaning.
I can write simple GCSE-style responses using drama terminology and examples from the text.	I can write developed GCSE exam responses using accurate drama terminology, evidence from the text and justified creative decisions.	I can construct detailed analytical and evaluative GCSE responses that justify creative choices using precise drama terminology throughout.

Topic: The Crucible + Scripted Performances

Autumn Term Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Week 1 Component 2 Script	Emerging: Demonstrate understanding of the plot, characters and key events within the chosen scripted text.	Read scripted play with exam group
	Achieving: Explain character intentions, relationships and motivations using evidence from the script and begin to apply appropriate performance ideas.	
	Excelling: Analyse subtext, relationships and character development to justify detailed performance choices and intended audience impact.	
Week 1 Component 3 The Crucible	Emerging: Identify key characters, relationships and events in Act 1 of <i>The Crucible</i> .	Complete character analysis for Act 1
	Achieving: Explain character motivations, relationships and their significance within Act 1 using relevant textual references	
	Excelling: Analyse how Miller presents character relationships and conflict, explaining their impact on themes and audience understanding.	
Week 2 Component 2 Script	Emerging: Demonstrate understanding of the plot, characters and key events within the chosen script.	Complete script read and demonstrate knowledge and understanding of the play
	Achieving: Explain character intentions, relationships and key moments within the script using relevant evidence.	
	Excelling: Analyse how character motivations and subtext influence performance choices and audience response.	
Week 2 Component 3 The Crucible	Emerging: Identify basic costume and set ideas suitable for Act 1.	Apply costume and set design choices for Act 1
	Achieving: Explain how costume and set choices communicate character, location and context in Act 1.	
	Excelling: Justify detailed design choices by linking them to themes, atmosphere and audience interpretation.	
Week 3 Component 2 Script	Emerging: Identify effective scenes that could be successfully performed.	Choose 2 effective extract with exam group.
	Achieving: Select extracts that provide opportunities to demonstrate characterisation and performance skills.	
	Excelling: Justify extract choices through analysis of dramatic potential, character development and audience engagement.	
Week 3 Component 3 The Crucible	Emerging: Identify suitable lighting and sound ideas for Act 1.	Apply lighting and sound choices for Act 1
	Achieving: Explain how lighting and sound create mood and atmosphere in key moments.	
	Excelling: Analyse how technical elements communicate tension, meaning and audience response.	
Week 4 Component 2 Script	Emerging: Explore basic vocal and physical skills for a character within Extract 1.	Begin exploring and rehearsing extract 1
	Achieving: Apply vocal and physical skills to communicate character intentions and relationships within Extract 1.	
	Excelling: Refine performance choices to communicate subtext, tension and character development.	
Week 4 Component 3 The Crucible	Emerging: Identify key character traits and relationships in Act 2.	Complete character analysis for Act 2
	Achieving: Explain how characters develop and respond to events in Act 2 using textual evidence.	
	Excelling: Analyse how Miller presents changing relationships, conflict and dramatic tension.	

Topic: The Crucible + Scripted performances

Autumn Term Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Week 5 Component 2 Script	Emerging: Rehearse Extract 1 with sustained focus and clear characterisation.	Rehearsing extract 1
	Achieving: Apply appropriate vocal, physical and spatial skills to communicate character and meaning.	
	Excelling: Sustain detailed characterisation and respond naturally to other performers to create a convincing performance.	
Week 5 Component 3 The Crucible	Emerging: Describe suitable costume and set choices for key moments in Act 2.	Apply costume and set design choices for Act 2
	Achieving: Explain how costume and set design communicate character status, relationships and context.	
	Excelling: Analyse how design choices enhance meaning and influence audience understanding.	
Week 6 Component 2 Script	Emerging: Demonstrate increasing confidence in performance and line recall.	Rehearsing extract 1
	Achieving: Rehearse with sustained focus, applying performance skills consistently throughout the extract.	
	Excelling: Refine performance choices through experimentation and evaluation to maximise audience impact.	
Week 6 Component 3 The Crucible	Emerging: Identify lighting and sound choices appropriate to Act 2.	Apply lighting and sound design choices for Act 2
	Achieving: Explain how technical elements support atmosphere and dramatic tension.	
	Excelling: Analyse how lighting and sound communicate themes and shape audience interpretation.	
Week 7 Component 2 Script	Emerging: Sustain character during rehearsals and respond appropriately to other performers.	Rehearsing extract 1
	Achieving: Develop characterisation through effective use of vocal and physical skills.	
	Excelling: Demonstrate nuanced character relationships and communicate subtext through performance choices.	
Week 7 Component 3 The Crucible	Emerging: Identify significant characters and events in Act 3.	Complete character analysis Act 3.
	Achieving: Explain character motivations and actions using evidence from the text.	
	Excelling: Analyse how character decisions contribute to conflict, tension and the play's themes.	
Week 8 Component 2 Script	Emerging: Perform Extract 1 with basic confidence and understanding of character.	Complete extract 1
	Achieving: Perform Extract 1 using clear characterisation and sustained vocal and physical skills.	
	Excelling: Deliver a convincing and engaging performance that communicates meaning, relationships and audience impact.	
Week 8 Component 3 The Crucible	Emerging: Suggest suitable costume ideas for characters in Act 3.	Apply costume design choices Act 3
	Achieving: Explain how costume choices communicate character development and status.	
	Excelling: Justify detailed costume decisions with reference to context, themes and audience interpretation.	

Topic: The Crucible + Scripted Performances

Autumn Term Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Week 9 Component 2 Script	Emerging: Explore performance possibilities within Extract 2.	Rehearsing extract 2
	Achieving: Apply characterisation and performance skills to key moments in Extract 2.	
	Excelling: Analyse and refine performance choices to communicate dramatic intentions effectively.	
Week 9 Component 3 The Crucible	Emerging: Identify suitable set design ideas for Act 3.	Apply set design choices to Act 3
	Achieving: Explain how set choices communicate location, status and atmosphere.	
	Excelling: Analyse how set design contributes to dramatic tension and audience understanding.	
Week 10 Component 2 Script	Emerging: Rehearse Extract 2 showing a developing understanding of character.	Rehearsing extract 2
	Achieving: Sustain characterisation and apply performance skills consistently throughout rehearsal.	
	Excelling: Refine detailed performance choices to create a sophisticated and believable interpretation.	
Week 10 Component 3 The Crucible	Emerging: Describe appropriate lighting choices for significant moments.	Apply lighting design choices for Act 3
	Achieving: Explain how lighting creates mood, tension and focus for the audience.	
	Excelling: Analyse how lighting choices support themes and communicate dramatic meaning.	
Week 11 Component 3 The Crucible	Emerging: Describe appropriate lighting choices for significant moments.	Apply sound design choices for Act 3
	Achieving: Explain how lighting creates mood, tension and focus for the audience.	
	Excelling: Analyse how lighting choices support themes and communicate dramatic meaning.	
Week 11 Component 3 The Crucible	Emerging: Recall key characters, themes and design ideas from Acts 1-3.	Revision for Ap2.
	Achieving: Explain characters, themes and design choices using relevant references from the text.	
	Excelling: Analyse and justify performance and design decisions, linking them to themes, context and audience response.	

How is your attainment measured at GCSE in Spring term?

Spring: HT1		
AO3	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	The Crucible 9 marker
AO3	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	The Crucible 14 marker
AO2	Apply theatrical skills to realise artistic intentions in live performance.	Component 2 performance completed to live examiner.

Assessment Point 2		
What is assessed?	% of course	Why?
- Devising Coursework - Performance from text (holistic grade due to a live examiner) - Theatre Makers in Practice: Section A The Crucible	90% of course	Curriculum: By this stage, students have studied and practiced most of the course content, so it's logical to assess these components together. Exam Preparation: It provides a realistic picture of progress across practical and written elements, helping identify gaps before the final exam. Deadlines: Coursework must be completed well before the exam window, so early assessment is essential.

How is your progress measured in Drama in Spring Term?

Year 11 'I Can' statements		
Emerging	Achieving	Excelling
I can perform a scripted extract with clear characterisation and appropriate use of vocal and physical skills.	I can sustain characterisation and apply vocal, physical and spatial skills effectively to communicate character intentions and relationships within a scripted performance.	I can create a convincing and fully realised character through sophisticated and sustained performance choices that communicate subtext and audience impact.
I can respond to feedback and make improvements during rehearsals.	I can use rehearsal feedback to refine performance skills and improve the effectiveness of my characterisation.	I can independently evaluate and refine performance choices to maximise dramatic impact and fulfil artistic intentions.
I can identify suitable performance ideas for characters and key moments in <i>The Crucible</i> .	I can explain how performance skills communicate character, relationships and dramatic intentions in <i>The Crucible</i> .	I can justify and evaluate performance choices, linking them to character development, themes and audience response.
I can describe how costume, set, lighting and sound communicate meaning within <i>The Crucible</i> .	I can explain how costume, set, lighting and sound contribute to atmosphere, characterisation and audience understanding.	I can analyse how design elements work together to communicate dramatic intentions and shape audience interpretation.
I can identify performance and design choices within a live theatre production.	I can explain how performance and design choices created meaning and affected the audience in a live theatre production.	I can evaluate the effectiveness of performance and design choices using detailed examples, drama terminology and analysis of audience impact.
I can recall key characters, themes, events and drama terminology from GCSE Dram	I can apply my knowledge of performance, design and live theatre to GCSE-style questions using relevant examples and drama terminology.	I can construct detailed analytical and evaluative responses that demonstrate perceptive understanding of performance, design and audience impact across GCSE Drama.

Topic: The Crucible and Scripted Performances

Spring Term Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Week 1 Component 2 Script	Emerging: Demonstrates understanding of character and basic blocking within the extract.	Rehearse extract 2
	Achieving: Demonstrates understanding of character and basic blocking within the extract.	
	Excelling: Sustains detailed characterisation through precise vocal and physical choices that communicate subtext and audience impact.	
Week 1 Component 3 Live Theatre	Emerging: Identifies suitable costume choices for characters within <i>The Crucible</i> .	Costume Design Revision
	Achieving: Explains how costume communicates character, status and context in GCSE-style responses.	
	Excelling: Justifies detailed costume decisions by linking them to themes, character development and audience interpretation.	
Week 2 Component 2 Script	Emerging: Maintains focus and character throughout a rehearsal.	Rehearse extract 2
	Achieving: Sustains characterisation consistently using appropriate performance skills.	
	Excelling: Refines performance choices to communicate complex relationships and dramatic tension.	
Week 2 Component 3 The Crucible	Emerging: Describes suitable set ideas for key moments in the play.	Apply costume design to exam questions.
	Achieving: Explains how set design communicates location, atmosphere and dramatic meaning.	
	Excelling: Evaluates how set design choices influence audience understanding and interpretation.	
Week 3 Component 2 Script	Emerging: Demonstrates improved confidence and accuracy within performance.	Rehearse extract 2
	Achieving: Applies rehearsal feedback to improve characterisation and communication of meaning.	
	Excelling: Independently refines performance choices to maximise audience engagement.	
Week 3 Component 3 The Crucible	Emerging: Identifies appropriate design choices for an extract.	Set Design Revision
	Achieving: Explains design choices using relevant references to the text.	
	Excelling: Analyses how design choices support dramatic intentions and audience response.	
Week 4 Component 2 Script	Emerging: Performs sections of the extract with clear characterisation.	Rehearse extract 2
	Achieving: Sustains vocal and physical skills throughout performance.	
	Excelling: Demonstrates fully realised characterisation with convincing communication of subtext.	
Week 4 Component 3 The Crucible	Emerging: Describes how design elements communicate meaning.	Apply set design to exam questions.
	Achieving: Explains how design elements affect audience understanding.	
	Excelling: Evaluates the effectiveness of design choices in creating dramatic impact	

Topic: The Crucible/ Live Theatre/ Scripted Performances

Spring Term Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
Week 5 Component 2 Script	Emerging: Performs confidently with sustained focus.	Final rehearsals of extract 1 and extract 2 for Component 2.
	Achieving: Combines vocal, physical and spatial skills to communicate character and relationships.	
	Excelling: Delivers an engaging performance with sophisticated and purposeful performance choices.	
Week 6 Component 2 Script	Emerging: Maintains character and focus throughout the examination performance.	FINAL PERFORMANCE EXAM TO LIVE ESAMINER
	Achieving: Sustains effective characterisation and performance skills throughout the extract.	
	Excelling: Demonstrates a fully realised interpretation that communicates sophisticated character intentions.	
AP2 and HALF TERM		
Week 7 Component 3 Live Theatre	Emerging: Identifies performance and design elements within a live production.	Approaching Live Theatre
	Achieving: Explains how performance and design choices communicated meaning.	
	Excelling: Analyses how theatrical choices influenced audience response.	
Week 8 Component 3 The Crucible	Emerging: Records observations using drama terminology.	The Crucible DIRT
	Achieving: Improves responses through clearer explanation and textual reference.	
	Excelling: Refines responses through detailed analysis and justification.	
Week 8 Component 3 Live Theatre	Emerging: Records observations using drama terminology.	Live Theatre preparation of notes for exam
	Achieving: Explains key performance and design choices using examples from the production.	
	Excelling: Analyses how theatrical choices contributed to the effectiveness of the performance.	
Week 9	The Crucible Revision	
Week 9 Component 3 Live Theatre	Emerging: Describes performance and design elements accurately.	Live theatre 6 Marker
	Achieving: Explains how theatrical choices create meaning and audience impact.	
	Excelling: Analyses performance and design choices using detailed evidence and drama terminology.	
Week 10	The Crucible Revision	
Week 10 Component 3 Live Theatre	Emerging: Identifies effective performance and design choices.	Live Theatre 9 Marker
	Achieving: Explains how theatrical choices created meaning and affected the audience.	
	Excelling: Evaluates the effectiveness of theatrical choices using detailed analysis and judgement.	