



## Key Stage 4

Year group:	Topics covered:
Year 10	<ul style="list-style-type: none"> <li>• What will students learn during each year?</li> <li>•</li> <li>• <b>What knowledge and skills do you want pupils to learn? (Components and Composites)</b> - Outline knowledge which students will receive across the topics taught in each year to ensure pupils to make progress. Which skills will be developed to support knowledge acquisition/application?             <ul style="list-style-type: none"> <li>• Students will build on their knowledge and understanding of devising, performing and exploring a play, which they developed at KS3. Students will know and understand how to skilfully use the performance skills and drama elements, selecting the most appropriate for the performance they are creating.</li> <li>• Students will also develop their skills of devising a performance by working independently to create performances from stimuli, developing their own performance intentions and then selecting appropriate storylines, performance skills and drama elements to help them achieve these intentions.</li> <li>• Students will further develop their knowledge and understanding of how to explore a play by exploring a play in more depth than at KS3 and applying their knowledge to answering specific questions based on the play they have studied.</li> <li>•</li> <li>• Content selection:                 <ul style="list-style-type: none"> <li>• The curriculum builds on the skills and knowledge students have acquired at KS3, with students selecting and applying these knowledge and skills appropriately.</li> <li>• The curriculum is sequenced to allow students to explore and develop key skills before applying them to create skilled performances.</li> <li>• Students will also learn how to evaluate performances, including professional theatre, and this knowledge not only develops their evaluation skills but enables them to reflect on their own performances and consider how to make them more skilled.</li> </ul> </li> </ul> </li> <li>• <b>How is learning sequenced effectively over time?</b> <ul style="list-style-type: none"> <li>•</li> <li>• Sequencing:                 <ul style="list-style-type: none"> <li>• Students must have a clear understanding of the performance skills and drama elements as well as knowledge of what makes a successful performance.</li> <li>• There are several opportunities to address knowledge gaps as the curriculum is designed so that key concepts are frequently re-visited throughout the year. Additionally, the use of PLC's and target setting allows any gaps to be identified and addressed.</li> </ul> </li> </ul> </li> </ul>
Year 11	<p><b>What knowledge and skills do you want pupils to learn? (Components and Composites)</b> - Outline knowledge which students will receive across the topics taught in each year to ensure pupils to make progress. Which skills will be developed to support knowledge acquisition/application? Students will build on their knowledge and understanding of devising, performing and exploring a play, which they developed at KS3 and in Year 10. Students will know and understand how to skilfully use the performance skills and drama elements, selecting the most appropriate for the performance they are creating.</p> <p>Students will also develop their skills of creating a performance by working independently to create scripted performances by selecting appropriate performance skills and drama elements and applying them to their performance as appropriate.</p> <p>Students will further develop their knowledge and understanding of how to explore a play by exploring a play in more depth and developing their knowledge and understanding of how to structure their answers to key questions based on the play they have studied.</p>



	<p>Content selection: The curriculum builds on the skills and knowledge students have acquired at KS3 and in Year 10, with students selecting and applying these knowledge and skills appropriately. The curriculum is sequenced to allow students to explore and develop key skills before applying them to create skilled performances. Students will also further develop their understanding of how to evaluate performances, including professional theatre, and this knowledge not only develops their evaluation skills but enables them to reflect on their own performances and consider how to make them more skilled.</p> <p><b>How is learning sequenced effectively over time?</b></p> <p>Sequencing: Students must have a clear understanding of the performance skills and drama elements as well as knowledge of what makes a successful performance. There are several opportunities to address knowledge gaps as the curriculum is designed so that key concepts are frequently re-visited throughout the year. Additionally, the use of PLC's and target setting allows any gaps to be identified and addressed.</p>
<b>Assessment:</b>	<b>How Will I be assessed at Key Stage 4?</b>
	<p>At KS4 formative assessment is based on PLC's which are used to inform teacher, self and peer-assessment. The use of PLC's allows any gaps in learning to be identified and addressed. There is an emphasis on using PLC's to set targets and then providing students with the opportunity to achieve these targets and therefore address any gaps in their knowledge.</p> <p>Because Drama is a skills-based subject the use of PLC's and target setting also enables students to identify ways to further develop their use of key skills. Targets are personalised to ensure that the individual needs of each student are met.</p> <p>In addition to the use of PLC's and target setting students complete summative assessments which are based on the Pearson Edexcel GCSE Drama specification. These assessments are used throughout KS4 to ensure that students develop an understanding of how they are being assessed and how to be successful in these assessments before completing any assessments which count towards their GCSE.</p> <p>All assessments, whether formative or summative, focus on helping students to identify what they are doing well and how they can improve further. They also form the basis of any intervention or opportunities for addressing gaps in students knowledge.</p>