



## Key Stage 4 Framework for Learning Year 9 2018-2019: Happy Foundations





Curriculum Area:

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Syllabus</b>		AQA GCSE Drama 8261	AQA GCSE Drama 8261	AQA GCSE Drama 8261	AQA GCSE Drama 8261	AQA GCSE Drama 8261
<b>Knowledge</b>		<p><b>Devised Theatre</b> <b>Theatre in Education</b> <b>Devising Drama</b> <b>Identity</b></p> <p>Create and develop ideas to communicate meaning in a theatrical performance</p>	<p><b>Devised Theatre</b> <b>Theatre in Education</b> <b>Devising Drama</b> <b>Identity</b></p> <p>Create and develop ideas to communicate meaning in a theatrical performance</p>	<p><b>Scripted Performance and Set Text</b> <b>Blood Brothers by Willie Russell</b></p> <p>Introduction to skills and set text</p> <p>Blood Brothers</p> <p>Rehearse scripted play for performance</p> <p>Understanding Drama Texts in Practice</p>	<p><b>Scripted Performance and Set Text</b> <b>Blood Brothers by Willie Russell</b></p> <p>Rehearse scripted play for performance</p> <p>Understanding Drama Texts in Practice</p> <p>Preparation for written paper</p>	<p><b>Scripted Performance and Set Text</b> <b>Blood Brothers by Willie Russell</b></p> <p>Rehearse scripted play for performance</p> <p>Understanding Drama Texts in Practice</p> <p>Preparation for written paper</p>
<b>Skills</b>		<p><b>Component 2: Section 3</b> <b>Devising Drama</b></p> <p><b>Analysis and evaluation (Log Book Section 3)</b></p> <p>Developing ideas to communicate meaning.</p> <p>Collaborating with others.</p> <p>Rehearsing, refining and amending work.</p> <p>Analysing and evaluating process.</p> <p><b>Component 2: Devised performance</b></p> <p>The Creation and communication of meaning.</p>	<p><b>Component 2: Section 3</b> <b>Devising Drama</b></p> <p><b>Analysis and evaluation (Log Book Section 3)</b></p> <p>Developing ideas to communicate meaning.</p> <p>Collaborating with others.</p> <p>Rehearsing, refining and amending work.</p> <p>Analysing and evaluating process.</p> <p><b>Component 2: Devised performance</b></p> <p>The Creation and communication of meaning.</p> <p>Realising Artistic Intentions</p>	<p><b>Component 1:</b> Understanding Drama: knowledge and understanding.</p> <p>Characteristics of performance and dramatic works.</p> <p>Social, Cultural and historical context.</p> <p><b>Component 3:</b> Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Personal Interpretation of Role and context.</p>	<p><b>Component 1:</b> Understanding Drama knowledge and understanding.</p> <p>Characteristics of performance and dramatic works.</p> <p>Social, Cultural and historical context.</p> <p>How meaning is interpreted and communicated.</p> <p><b>Component 3:</b> Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p>	<p><b>Component 1:</b> Understanding Drama knowledge and understanding.</p> <p>Characteristics of performance and dramatic works.</p> <p>Social, Cultural and historical context.</p> <p>How meaning is interpreted and communicated.</p> <p><b>Component 3:</b> Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p>

ELE – 3 Days



# CHORLTON HIGH SCHOOL: CURRICULUM

		<p>Realising Artistic Intentions in devised drama.</p> <p>Use of theatrical skills, range of theatrical skills demonstrated.</p> <p>Contribution to the effectiveness of the piece, inventive ideas, realization of individual artistic intention.</p>	<p>in devised drama.</p> <p>Use of theatrical skills, range of theatrical skills demonstrated.</p> <p>Contribution to the effectiveness of the piece, inventive ideas, realization of individual artistic intention.</p>	<p>Artistic Intentions.</p>	<p>Personal Interpretation of Role and context.</p> <p>Artistic Intentions.</p>	<p>Personal Interpretation of Role and context.</p> <p>Artistic Intentions.</p>
<b>Assessment</b>	<p>Marking Point 1</p> <p>Marking Point 2</p> <p>Marking Point 3</p>	<p>Marking Point 1</p> <p>Marking Point 2</p> <p>Marking Point 3</p>	<p>Marking Point 1</p> <p>Marking Point 2</p> <p>Marking Point 3</p>	<p>Marking Point 1</p> <p>Marking Point 2</p> <p>Marking Point 3</p>	<p>Marking Point 1</p> <p>Marking Point 2</p> <p>Marking Point 3</p>	<p>Marking Point 1</p> <p>Marking Point 2</p> <p>Marking Point 3</p>
<b>Home Learning</b>						
<b>Cultural Enrichment</b>	<p>READ</p> <p>WATCH</p> <p>VISIT</p>	<p>READ</p> <p>WATCH</p> <p>VISIT</p>	<p>READ</p> <p>WATCH</p> <p>VISIT</p>	<p>READ</p> <p>WATCH</p> <p>VISIT</p>	<p>READ</p> <p>WATCH</p> <p>VISIT</p>	<p>READ</p> <p>WATCH</p> <p>VISIT</p>
<b>Character</b>	 QoS – Optimism	 QoS – Empathy	 QoS – Creativity & Curiosity	 QoS – Responsibility & Reflection	 QoS – Practice & Resiliency	 QoS – Motivation
<b>Trips, Visits, Experiences</b>						
<b>Reading, Writing &amp; Talk</b>						
<b>Numeracy</b>						
<b>Personal, Social, Physical, Spiritual, Moral, Cultural education &amp; British Values</b>						