



## Key Stage 4

### Topic Sequencing and Rationale

Our intent at KS4 is to develop and build on the students' powerful knowledge and skills acquired from KS3. This in turn will allow students to gain a deeper understanding of what is required to create impactful theatre through detailed exploration of plays, both practically and analytically. Students will understand and appreciate all areas of the industry through investigating a range of theatre roles including designer, directors and performers. Students continue to develop confidence throughout the KS4 curriculum, not just in performance but in rehearsing and refining their own interpretations of a range of repertoire. Students learn to work positively with each other and manage their time effectively (key life skills) to create refined performance outcomes. Students frequently reflect on their learning journey and are provided with opportunities to improve their work based on the feedback provided encouraging them to grow as dramatists and successful young people.

The sequencing delivered at KS4 mirrors the formula of that at KS3. The topics become increasingly challenging as the students' progress through Year 10 and 11 and understand more about the purpose of drama and theatre. Each topic is a building block; the topics progress naturally into the next. The KS4 curriculum encourages all students to develop powerful knowledge and refine their skills providing opportunity for 'Success for Everyone'.

<b>Y10 Topic/Unit to be studied</b>	<b>1. Devising Performance</b>	<b>2. Devising Portfolio</b>	<b>3. Set Text Introduction: Blood Brothers</b>	<b>4. Set Text: Blood Brothers</b>	<b>5. Scripted Performance</b>	<b>6. Responding to Live Theatre</b>
<b>Why this?</b>	Students will begin by expanding upon and developing their devising skills from KS3 whilst working towards a deadline. Students will learn how to create theatre from a range of challenging stimuli. Students will explore a range of devising techniques and apply these appropriately. Students will motivate each other to create refined performance outcomes. Students	Students will understand what successful theatre looks like. Students will learn how to successfully analyse and evaluate their own performance, and that of others, identifying strengths and areas for development. Students will gain an understanding of the roles and responsibilities of a variety of theatre makers which	Students will take part in detailed exploration of 'Blood Brothers' both practically and analytically. Students will be engaged in a powerful play study which explores a variety of themes and issues, relatable characters and circumstances. Students will learn about the historical context and apply their understanding	Students will understand and appreciate all areas of the industry through investigating both director and designer roles. Students will learn how to create impact through design and direction and be able to write this comprehensively. Students will learn about the importance of precise detail in their writing and	Students apply theatrical skills and techniques from their 'toolkit' to realise artistic intentions in live performance as a designer or a performer. Students will motivate each other to create refined group performance outcomes. Students are provided with the opportunity to further their cultural capital through the study of a key British influential	Students will analyse and evaluate the success of a live performance. Students will develop further their ability to write in precise detail and comprehensively.  Additional opportunities to develop student's cultural capital through the study of live theatre and visits.

	will develop a deeper understanding of how to create impactful theatre and convincing characters.	contribute to the overall success of a production.	of this to their practical work.	demonstrate this effectively.	literary practitioners and performance styles.	
<b>Why here?</b>	All students learn ways to explore stimuli and use an extensive range of theatrical devices in order to communicate meaning creatively. Students will appreciate early on the importance of working positively as a team to create refined performance outcomes. Students develop a 'toolkit' for devising drama which is used and referred to throughout the year and beyond.	Students can reflect and consolidate on knowledge and skills developed throughout the devising process. Students will apply theatrical terminology in their detailed analysis and evaluation of the group work and individual performance. Students will appreciate the 'bigger picture' of the world of theatre as they learn about the diverse range of theatre roles which will be explored further later in the year.	Be able to explore worldly themes/topics through theatrical conventions embedding within 'page to stage' work. The chosen set text encourages students to develop their empathy and understanding of the diversity of the world we live in. Students gain understanding of an influential playwright and historical context.	Students will deepen their understanding of theatre makers from prior learning in Autumn Term 2 and appreciate the diversity of theatre. Students will apply theatrical terminology accurately in their detailed responses. Students will be clear in what their intended effects are ensuring appropriateness to the play and historical context.	To further explore influential practitioners and their chosen style from KS3. This will deepen the students' knowledge of styles of theatre thus providing an opportunity for challenge in future performance work (Year 11).	Students will need to see the live theatre before the delivery of the lessons. Students will consolidate their knowledge of impactful theatre developed and refined over the year. This cannot be achieved without the prior learning over the course of the year.

<b>Y11 Topic/Unit to be studied</b>	1. Component 1: Devising Drama	2. Component 1: Devising Drama	3. Component 3: Texts in Practice	4. Component 3: Texts in Practice ALONGSIDE 5. Component 1: Understanding Drama	6. Component 1: Understanding Drama	7. Exploring Practitioners:
<b>Why this?</b>	Students will use their rich knowledge from Y10 to create theatre, in groups, from a range of challenging stimuli. Students will motivate each other to create refined performance outcomes. Students will apply appropriate devising techniques to create innovative and stylised work building on the skills developed in Y10 to expand their 'toolkit'.	Students will refine their devised dramas by acting upon self/peer/teacher feedback. Students will develop a deeper understanding of 'how to create impactful theatre and convincing characters' and demonstrate this in their polished devised dramas. Students will apply theatrical terminology learnt in Y10 confidently in their detailed analysis and evaluation of the group work and individual performance.	Students apply theatrical skills and techniques from their 'toolkit' to realise artistic intentions in live performance as a designer or a performer. Students are provided with the opportunity to further their cultural capital through the study of a key British influential literary practitioners and performance styles.	Students will demonstrate an understanding of the text, the playwright's intentions and style their 'page to stage' performances. Students will refine their scripted performances by acting upon self/peer/teacher feedback as they interpret their role appropriately with conviction.  Students will develop further their ability to write in precise detail and comprehensively.	Students will demonstrate appreciation of diversity within the performance industry through the range of theatre makers studied. Students will demonstrate how to create impact through design and direction and be able to write this comprehensively and with precise detail. Students will analyse and evaluate the success of a live performance using theatrical terminology with confidence.	Students will expand on their knowledge of practitioners and styles to now further explore their different repertoire. Students will develop an appreciation of how the influence and style are embedded in the performance.
<b>Why here?</b>	Students use their knowledge from the learning journey in Y10. Students will continue to appreciate the importance of	Students can reflect and consolidate on knowledge and skills developed throughout the devising process. This cannot be done	To further explore influential practitioners. Students use their rich knowledge of styles learnt in Y10	Students can reflect and consolidate on knowledge and skills developed throughout the rehearsal process to	Students will consolidate their rich knowledge of impactful theatre developed and refined over the year.	Early transition material for developing knowledge and skills needed at BTEC Level 3 (Unit 1 Investigating

	<p>working positively as a team to create refined performance outcomes.</p>	<p>without the devising process carried out in Autumn Term 1.</p>	<p>and develop this further providing an opportunity for challenge in their scripted performances. This component is a building block for students continuing onto BTEC Level 3 (Unit 1 Investigating Practitioners)</p>	<p>create a polished final performance. This cannot be done without shaping the group work in Spring Term 1. This component is a building block for students continuing onto BTEC Level 3 (Unit 1 Investigating Practitioners).</p>	<p>This cannot be achieved without the prior learning over the course of the year. Students have built up resilience throughout the course and are confident in their writing skills as dramatists.</p>	<p>Practitioners). Challenging practitioner work which focus around movement and physical theatre. Additional opportunities to develop students' cultural capital may arise by visiting local theatres to watch live performances by the chosen theatre companies.</p>
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## Key Stage 5

### Topic Sequencing and Rationale

Our intent at KS5 is to nurture creativity through delivery of Performing Arts. We aim to build and master skills through development of powerful knowledge so that students can not only create the end products but know the processes and the 'why?' behind everything in the industry. Our aim alongside is to develop and encourage communication skills, teamwork, empathy, problem solving, confidence and tolerance (life skills)! All of this nurtured well, will not only make great dramatists and performers but great young people in the world.

The sequencing delivered at KS5 again mirrors the formula of that at KS3 and KS4. Similarly, the topics become more challenging and require resilience over time through independent study as the students' progress through Years 12 and 13. Each topic is a building block; the topics progress naturally through the learning journey. The KS5 curriculum encourages all students to master their craft and become sophisticated theatre practitioners.

<b>Y12 Topic/Unit to be studied</b>	1. Investigating practitioners introduction	2. Playing with plays: Exploration work	3. Developing skills and techniques for live performance	4. Investigating practitioners cont...	5. Unit 1 exam ALONGSIDE 6. Live performance development	7. Live performance
<b>Why this?</b>	Introduction to a breadth of influential practitioners and styles of theatre to provide a knowledge and skills 'toolkit' to dip into, explore and later be able to expand on.	Expanding on the knowledge of the practitioners to now further explore their different repertoire. To develop an appreciation of how the influence and style are embedded in the performance.	Through creative workshops students will gain the knowledge, skills and understanding of how specialists in the performing arts sector will take work from page to stage including lifestyle and ways into the profession.	From earlier in the Autumn Term select two practitioners to explore further and develop the contextual factors including cultural, social, historical, political and economic.	A) Taking the knowledge developed from investigating practitioners and developing written communication, justification and analysis.  B) Development and of knowledge and skills to take choice of repertoire from page to stage.	Application of page to stage and the actors craft skills and knowledge in a live performance of chosen repertoire.

<b>Why here?</b>	Builds on some prior knowledge and development from KS3 and 4. Also gives a range to explore for students without prior experience and provides an essential beginning 'toolkit' which will be helpful for the course and life beyond.	Natural progression to move from exploring practitioners and styles to then explore the repertoire.	Once practitioners, styles and repertoire have been explored students' next progression would be to apply the knowledge and skills.	Bringing all prior knowledge, skills and understanding together and be able to articulate through written communication.	Opportunity to develop performance repertoire alongside preparing and contextualising written communication.	All prior knowledge skills, development and understanding communicated through live final performance.
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<b>Y13 Topic/Unit to be studied</b>	1. Exploration of style:	2. Development of chosen style through optional study unit	3. Introduction to stimuli Unit 3	4. Development of stimuli and performance of devised work	5. Unit 1 resit opportunity	6. Course complete
<b>Why this?</b>	Gives breadth of knowledge, understanding and insight to the skills required to be a performer in each of these styles. Students then get to develop their craft with their chosen specialism.	Gives students an insight into working as part of a production team developing a chosen style of theatre for performance.	An opportunity to further develop and use skills and knowledge acquired throughout to work as part of a team devising and producing a piece of original theatre from a given stimuli.	The opportunity to perform in their own piece of original devised theatre also acquiring the putting to use the skills and knowledge of evaluating and refining.	Over time and the natural progression of the curriculum students have acquired more knowledge through practice by this end point of the course.	
<b>Why here?</b>	Natural progression from y 12 curriculum.  Gives a style toolkit at this point which they will be able to dip into over the y 13 curriculum of performance and	Put knowledge and skill into practice through rehearsal and management of production process.  Perform in a style form term 1 drawing	At the very end of the map, the most advanced skill of devising needs to draw on all knowledge and understanding acquired throughout	The knowledge and skill required to then refine, produce, perform and evaluate what you have worked on is preparation to take	A good place to bring all knowledge, understanding and skill and together especially for students who are going to further develop in this	

	devising (and beyond the curriculum).	on practitioner influence from y 12 before exploring the building blocks of creating own theatre pieces.	the curriculum and beyond to create a piece of original theatre	this specialism to the next level.	area beyond Rossett school.	
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