



Curriculum Overview 2025 - 2026

Key Stage 4 - Drama

Performing Arts Department

Department	Performing Arts
Head of Department	Mrs Patching
Department Members	Ms Hadok-Quadrio Miss Wheeler Miss Walsh
Accommodation and Resources	3 specialist rooms 3 practice rooms Performance hall 4 staff iPad's 3 student iPad's

Curriculum Intent	At the end of Year 11 a student who has studied Performing Arts at Fulston Manor PRIDES themselves in their <u>passion</u> for the performing arts and has the confidence to take <u>risks</u> as they are supported and <u>support</u> others in performance. They are aware of the wide range of <u>diversity</u> within acting styles and genres as well as theatre practitioners and use accurate subject knowledge to <u>evaluate</u> peer and live theatre performances. They are strong <u>independent</u> actors and actresses with a comprehensive and broad subject knowledge.
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Curriculum Implementation

Key Stage 4:

What my child will learn in Year 10?

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Blood Brothers Understanding Drama	Blood Brothers Understanding Drama	Introduction to Devising Understanding Drama	Exam Preparation	Devising	Devising Section C – Everybody's Talking About Jamie
Previous knowledge recalled	Blood Brothers storyline and character knowledge;	Stage directions and different stage types; Physical Skills;	Script writing; Physical Theatre	How to design costume, set and lighting for a Blood Brothers	Rehearsal techniques	Devising log writing



	Vocal skills - 6 P's (projection, pronunciation, placement of emphasis, pitch, pauses and pace)	Blood Brothers context and history; Audition technique; How to design costume, set and lighting for a Blood Brothers scene		scene; How to perform a line using vocal and physical skills; How to relate performance space and actor interactions to a Blood Brothers scene		
New Knowledge	Physical Skills; Blood Brothers context and history; Audition technique; How to design costume, set and lighting for a Blood Brothers scene	Theatre roles and how they all connect; Staging types and their advantages and disadvantages; Independent rehearsals for Blood Brothers	Brecht; Naturalism; Frantic Assembly; Thought tracking; How to perform a line using vocal and physical skills; How to relate performance space and actor interactions to a Blood Brothers scene	How to answer all exam questions in sections A and B.	How to write a log explaining ideas, research and intention for their pieces; Group intentions for a piece	How to write a log explaining the process undertaken to refine the initial ideas and intentions into a final devised piece; Introduction to a live production piece
Key Knowledge Assessment	Component 1 (Understanding Drama) 40% of overall grade: Knowledge and understanding of drama and theatre Study of one set play – Blood Brothers – how to design costume, lighting and set	Performance of Blood Brothers extract	Component 1 (Understanding Drama) 40% of overall grade: Knowledge and understanding of drama and theatre Study of one set play – Blood Brothers – using physical and vocal skills to portray a character within the play	PPE		Devising Log 1: Each student is required to complete a Devising log documenting the creation and development of their ideas to communicate meaning through a devised piece. Log 1 focuses on the individual and group's response to their stimulus.
Links to literacy and numeracy	<ul style="list-style-type: none"> • Learning key terms: <ul style="list-style-type: none"> ○ Stage Directions, Upstage, Downstage, Stage Right, Stage Left ○ End-On, Thrust, Traverse, Promenade, Arena, In-The-Round, Proscenium Arch ○ Posture, Movement, Eye Contact, Levels, Facial Expressions, Proxemics, Interaction, Gesture, Staging ○ Pauses, Pace, Pitch, Pronunciation, Projection, Placement of Emphasis • Script writing • Reading and interpreting scripts 					



	<ul style="list-style-type: none"> Basic maths theory for working out the performance timings
Extra-Curricular opportunities	<ul style="list-style-type: none"> Choir, Samba Band, Orchestra, Dance, Acrobatics and Drama clubs all take place weekly and all students in key stage there are welcome to join any of these groups. Concerts take place during every other term which all students are able to take part in if they attend extra-curricular clubs or students can audition to perform a solo or student led piece. Taking it Further, available on the Performing Arts curriculum page, with details of further things to read, listen to and watch linked to the curriculum. Opportunity to watch a live professional production of a performance such as Everybody's Talking About Jamie to inspire students' aspirations.
Links to careers/aspirations	<ul style="list-style-type: none"> Watching professional performances Students will develop confidence in public speaking Students learn about different job roles within the Performing Arts industry
Links to our Fulston FAMILY values	<ul style="list-style-type: none"> Fortitude: mental resilience, performing in front of peers is something lots of students find difficult but they are resilient and perform Ambition: challenging themselves to take risks, auditioning for the role they would like to perform, using the physical skills and exploring the six P's Mindful: peer reviewing in a sensitive but realistic way Integrity: appropriate use of independent time Leadership: directing and organising in class performances Young Citizens: students supporting peers to learn the skills they need when working independently

What my child will learn in Year 11?

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Devising Exam Section C – Everybody's Talking About Jamie	Section C – Everybody's Talking About Jamie	Texts in Practice	Texts in Practice Exam Exam Preparation	Exam Preparation	N/A
Previous knowledge recalled	Devising techniques and independent rehearsals	Vocal skills; Physical skills	Vocal skills; Physical skills; Group performance rehearsals	Independent rehearsals; How to design costume, set and lighting for a Blood Brothers scene; How to perform a line using vocal and physical skills; How to relate performance space and actor interactions to a Blood Brothers scene; How to discuss a variety of aspects of one	Entire theory course	N/A



Fortitude



Ambition



Mindful



Integrity



Leadership



Young Citizens

				production giving a personal analysis and evaluation of the theatrical elements and how successfully meaning was communicated to the audience		
New Knowledge	How to write a log analyse and evaluate the ways in which they individually contributed to the devising process as a whole and to the final devised piece, exploring their strengths and the learning opportunities taken from the experience	How to discuss a variety of aspects of one production giving a personal analysis and evaluation of the theatrical elements and how successfully meaning was communicated to the audience	Learning how to apply theatrical skills to realise artistic intentions in live performance			N/A
Key Knowledge Assessment	Devising Exam Performance Devising Log 2: Each student is required to complete a Devising log analysing and evaluating their individual contribution to the devising process. Log 2 focuses on the piece's development and the collaboration within the group. Devising Log 3 Each student is required to complete a	Practice questions	Texts in Practice Mock Exam Rehearsals	Texts in Practice Exam Performance	GCSE Drama written paper	N/A



	<p>Devising log analysing and evaluating their individual contribution to the final performance piece. Log 3 focuses on analysing and evaluating the devising piece.</p>					
<p>Links to literacy and numeracy</p>	<ul style="list-style-type: none"> • Learning key terms <ul style="list-style-type: none"> ○ Stage Directions, Upstage, Downstage, Stage Right, Stage Left ○ Posture, Movement, Eye Contact, Levels, Facial Expressions, Proxemics, Interaction, Gesture, Staging ○ Pauses, Pace, Pitch, Pronunciation, Projection, Placement of Emphasis ○ Naturalism, Epic Theatre, Physical Theatre • Script writing • Reading and interpreting scripts • Basic maths theory for working out the performance timings 					
<p>Extra-Curricular opportunities</p>	<ul style="list-style-type: none"> • Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in key stage there are welcome to join any of these groups. • Concerts take place during every other term which all students are able to take part in if they attend extra-curricular clubs or students can audition to perform a solo or student led piece. • 'Taking it Further', available on the Performing Arts curriculum page, with details of further things to read, listen to and watch linked to the curriculum. 					
<p>Links to careers/aspirations</p>	<ul style="list-style-type: none"> • Watching professional performances • Students will develop confidence in public speaking • Students learn about different job roles within the Performing Arts industry 					
<p>Links to our Fulston FAMILY values</p>	<ul style="list-style-type: none"> • Fortitude: mental resilience, performing in front of peers is something lots of students find difficult but they are resilient and perform • Ambition: challenging themselves to take risks, trying to play two hands on the piano, using choreographic devices and exploring the six P's • Mindful: peer reviewing in a sensitive but realistic way • Integrity: appropriate use of independent time • Leadership: directing and organising in class performances • Young Citizens: students supporting peers to learn the skills they need when working independently 					

<p>Extended Learning Opportunities</p>	<ul style="list-style-type: none"> • 'Taking it Further' document available with details of what to watch, listen to and read related to the topic. • Opportunity to watch a live, professional performance which is specifically aimed at GCSE Drama students, aimed at helping them develop their knowledge for their key terminology and theatrical skills.
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for Key Stage 4

Impact Statement

- Students who study GCSE Drama at Fulston Manor will be equipped with the skills and knowledge to understand, appreciate, create and perform within a variety of theatrical styles and genres. They will have high aspirations which will enable them to foster a lifelong passion for drama and theatre.