



The Drama KS4 Curriculum at TAL

Curriculum Overview

At KS4, the Drama curriculum at Trinity Academy Leeds is designed to deepen students' creative, technical and analytical understanding of theatre while nurturing confidence, independence and artistic intention. Across the two-year programme, students explore a range of performance skills, devise original drama from stimuli, and practically investigate a full performance text alongside live theatre evaluation. The curriculum ensures students develop disciplinary knowledge of theatrical styles, staging, design, context and practitioner influence—including Artaud and approaches to contemporary performance—while also building the ability to analyse, justify and communicate creative decisions. Through Components 1–4, students research, rehearse, refine and present work with increasing sophistication, applying social, cultural and historical understanding to their practice. Consistently embedded throughout are the Academy's key drivers: empowering students with industry-standard terminology and processes, strengthening literacy through structured writing and evaluation, promoting diversity through a broad range of theatrical voices, developing professional skills such as collaboration and time management, and ensuring every student grows as a confident performer with a clear creative voice.

Year 10						
Term	Enquiry	Composite (Skill)	Components (Disciplinary Knowledge)	Rationale: <i>why this, why here, why now?</i>	Academic Vocabulary: <i>Key Tier 3 language</i>	Academy Key Drivers: <i>Empower, Literacy, Diversity, PD, Voice</i>
	<p>How do you explain practical ideas in written form?</p> <p>How do you compile KS3 practical knowledge and elevate for KS4 performances</p>	<p>Students will explore practically a stimuli.</p> <p>Students will analyse and evaluate their reponses to a live theatre performance and test.</p>	<p>To be able to devise from a stimuli.</p> <p>To be able to use a written structure to complete a written test</p>	<p>Intro Into GCSE Drama Baseline Students will take part in a baseline assessment of their practical skills by devising a performance from a stimuli and of the written skills by completing a reduced version of the Performance and response written test.</p> <p>Students will then conduct a series of Theory and practical lessons to provide feedback and tools on how to improve their mark and will take both the practical and written test again.</p> <p>If the group show a need to focus on either the practical or written elements it is the teachers discretion to change the lessons to focus on either all theory or all practical or a mixture of the two.</p>	<p>Mood and atmosphere Tension Command words</p>	<p>Empower: The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts.</p> <p>We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching live professional dance performances.</p> <p>Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-discipline and methods of self-development.</p> <p>PD Core transferable skills to prepare students for the world of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation.</p> <p>Voice: Students are encouraged to use their voice to express their opinion of drama techniques, evaluating their work and the work of others, developments of ideas and in performance.</p>
	How would you present the set text?	How to explore practically a performance text	To be able state advantages and disadvantages for the decisions made directing, acting and designing for a performance.	<p>C4 Prep Section 1 Blood Brothers Students will read and practically explore the play Blood Brothers by Will Russell in preparation for part one of the C4 exam.</p>	<p>Narration Forshadow Social Class Nature vs Nurture</p>	<p>Empower: The use of industry specific terminology, process and resources ensure that students</p>

		Students will analyse and evaluate a live theatre performance.	To be to apply knowledge and understanding of the development of drama and performance to the studied performance text.			<p>have a strong awareness of the skill set to pursue a career within dance and the performing arts.</p> <p>We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching live professional dance performances.</p> <p>Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-discipline and methods of self-development.</p> <p>PD Core transferable skills to prepare students for the world of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation.</p> <p>Voice: Students are encouraged to use their voice to express their opinion of drama techniques, evaluating their work and the work of others, developments of ideas and in performance.</p>
	How can Artuadian techniques be applied?	Be able to use Artaudian staging and acting techniques to a devised performance.	<p>Students will experiment with ways of performing using symbolism and contrast.</p> <p>Understand how to apply research including social, cultural and historical context to a performance.</p>	<p>Antonin Artaud Students will be introduced to the Theatre Practitioner Antonin Artaud and understand some techniques from the Theatre of Cruelty. They will attempt to create a character and performance that uses Artaudian techniques. This will be done practical activities in lesson and independent research</p>	<p>Costumes Lighting sounds Masks Audience centralised Mime Rhythms and repetition,</p>	<p>Empower: The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts.</p> <p>We encourage students to pursue their drama education</p>

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	How would you present the set text?	Students will explore practically a performance text. Students will analyse and evaluate a live theatre performance.	To be able to evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text.	C4 Prep Section 2 Students will practically develop the analytical and evaluative skills focusing on a Live/Recorded Live Performance. To develop students' critical and analytical skills. To provide students an opportunity to recognise successful and unsuccessful traits of theatre to improve students' ability to evaluate the work of others particular professionals. This is preparation of C4 part 2.	Costumes Lighting sounds Masks Audience centralised Mime Rhythms and repetition,	Empower: The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts. We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching

						<p>live professional dance performances.</p> <p>Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-discipline and methods of self-development.</p> <p>PD Core transferable skills to prepare students for the world of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation.</p> <p>Voice: Students are encouraged to use their voice to express their opinion of drama techniques, evaluating their work and the work of others, developments of ideas and in performance.</p>
	How to devise based on the set artifacts?	To be able work collaboratively to create, develop, perform and evaluate their own piece of devised drama as either performers or designers.	<p>Students will be to research undertaken and how this has informed the development of the drama or design.</p> <p>Students will develop an idea to progress from a simple to a more complex stage.</p> <p>To be able to use research to inform creative decisions when devising their drama</p> <p>To understand how to examine the social, cultural or historical context of the chosen stimulus</p> <p>To understand how to plan, create and structure drama To understand how workshops can move the development of the performance forward</p> <p>To understand how to edit and adapt the work in progress as a</p>	<p>C1 and C2 Devising Drama Students will research and explore a stimulus, work collaboratively and create their own devised drama. Allow students to apply knowledge and understanding of drama when making, performing and responding to drama. develop a range of theatrical skills and apply them to create performances work collaboratively to generate, develop and communicate ideas. Evaluate their work critically</p>	<p>Types of staging Rehearsal techniques Blocking Stimuli Devising Social, Historical and cultural context</p>	<p>Empower: The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts.</p> <p>We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching live professional dance performances.</p> <p>Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-</p>

			result of new ideas or the development of the drama			<p>discipline and methods of self-development.</p> <p>PD Core transferable skills to prepare students for the world of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation.</p> <p>Voice: Students are encouraged to use their voice to express their opinion of drama techniques, evaluating their work and the work of others, developments of ideas and in performance.</p>
	How to devise based on the set artifacts?	To be able work collaboratively to create, develop, perform and evaluate their own piece of devised drama as either performers or designers	<p>Students will be able to explain how research has impacted on their artistic intentions</p> <p>Students will understand how to show the progression of their idea from initial thoughts to the realised form</p> <p>Students will understand how to select ideas to create engaging drama</p> <p>Students will understand how to document the development of the performance during the devising process through the use of a portfolio.</p>	<p>C1 and C2 Devising Drama</p> <p>Students will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created (a performance text is one that has been written specifically for theatrical performance)</p>	<p>Types of staging Rehearsal techniques Blocking Stimuli Devising Social, Historical and cultural context</p>	<p>Empower: The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts.</p> <p>We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching live professional dance performances.</p> <p>Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-discipline and methods of self-development.</p> <p>PD Core transferable skills to prepare students for the world of work; presentation, self-</p>

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Phase 2 Overview

Year 11						
Term	Enquiry	Composite (Skill)	Components (Disciplinary Knowledge)	Rationale: <i>why this, why here, why now?</i>	Academic Vocabulary: <i>Key Tier 3 language</i>	Academy Key Drivers: <i>Empower, Literacy, Diversity, PD, Voice</i>
	How to present an extract?	Students will need to present two extracts in a showcase	<p>Students need to understand why the extract is significant in the context of the whole text</p> <p>Students need to be able to understand the structure of the whole text and the extracts’ place within it</p> <p>the social, cultural or historical context of the text</p> <p>Students will need to understand the features of the text including:</p> <ul style="list-style-type: none"> • genre • structure • character • form and style • dialogue • the role of stage directions • how to communicate effectively 	<p>C3</p> <p>Students will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text that they will read in full.</p>	<p>Artisitic Intention</p> <p>Playwright’s Intention</p> <p>Demands of the play</p> <p>Rehearsal</p> <p>Social, Historical and cultural context</p>	<p>Empower:</p> <p>The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts.</p> <p>We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching live professional dance performances.</p> <p>Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-discipline and methods of self-development.</p> <p>PD</p> <p>Core transferable skills to prepare students for the world</p>

						<p>of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation.</p> <p>Voice: Students are encouraged to use their voice to express their opinion of drama techniques, evaluating their work and the work of others, developments of ideas and in performance.</p>
	How to present an extract?	Students will need to present two extracts in a showcase	<p>Students need to understand why the extract is significant in the context of the whole text Students need to be able to understand the structure of the whole text and the extracts' place within it</p> <p>the social, cultural or historical context of the text Students will need to understand the features of the text including:</p> <ul style="list-style-type: none"> • genre • structure • character • form and style • dialogue • the role of stage directions <ul style="list-style-type: none"> • how to communicate effectively 	<p>C3 Students will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text that they will read in full. They will present to an external examiner.</p>	<p>Artistic Intention Playwright's Intention Demands of the play Rehearsal</p>	<p>Empower: The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts.</p> <p>We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching live professional dance performances.</p> <p>Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-discipline and methods of self-development.</p> <p>PD Core transferable skills to prepare students for the world of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation.</p>

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	How to devise based on the set artifacts?	Students will explore practically a performance text Students will analyse and evaluate a live theatre performance	Students will need to explore and identify the characteristics of a text through practical preparation work and be able to explain the impact they have on a performance text Be able to select examples from their own practical study which demonstrate knowledge and understanding of the full range of characteristics of the performance text To be able to identify how a range of genres may have been used to inform the characteristics of the performance text To be able to identify how meaning is communicated within the performance text To be able to evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text	C4 Prep Section 1 Students will read and practically explore the play Blood Brothers by Will Russell	Types of staging Rehearsal techniques Blocking Stimuli Devising Social, Historical and cultural context	Empower: The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts. We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching live professional dance performances. Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-discipline and methods of self-development. PD Core transferable skills to prepare students for the world of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation. Voice: Students are encouraged to use their voice to express their opinion of drama techniques, evaluating their work and the work of others, developments of ideas and in performance.

	How would you present the set text?	How to explore practically a performance text Students will analyse and evaluate a live theatre performance	To be able to evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text	C4 Prep Section 2 Students will practically develop the analytical and evaluative skills focusing on a Live/Recorded Live Performance. To develop students' critical and analytical skills. To provide students an opportunity to recognise successful and unsuccessful traits of theatre to improve students' ability to evaluate the work of others particular professionals.	Types of staging Rehearsal techniques Blocking Stimuli Devising Social, Historical and cultural context	<p>E mpower:</p> <p>The use of industry specific terminology, process and resources ensure that students have a strong awareness of the skill set to pursue a career within dance and the performing arts.</p> <p>We encourage students to pursue their drama education beyond the classroom, raising awareness through enrichment, workshops with industry professionals and performance opportunities internal and external of school and watching live professional dance performances.</p> <p>Clear routines are embedded from the first lesson, ensuring students are aware of professional expectations, self-discipline and methods of self-development.</p> <p>PD</p> <p>Core transferable skills to prepare students for the world of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation.</p> <p>Voice: Students are encouraged to use their voice to express their opinion of drama techniques, evaluating their work and the work of others, developments of ideas and in performance.</p>