

Curriculum Unit Overview

It is our intent in Drama to provide a dynamic, creative and inclusive curriculum experience for students within a safe and productive learning environment where students can expect to be encouraged and challenged. Whilst we develop performance skills, we believe in the holistic development of each child and have identified 5 main skills in which our curriculum is based around; independence, communication, creativity, confidence and empathy. We believe these identified skills are paramount for achieving a life of contentment and success.

Through devising drama, students build resilience by being challenged to work independently, to be able to come up with their own ideas and opinions, whether this be linked to works of fiction or non-fiction. We promote critical thinking and ask 'big questions' to deepen learning and aid inquisitive minds. Creativity is encouraged, with an ethos of failing to succeed, trial and error, encompassing learnt techniques and styles of theatre. Exploring a variety of styles of theatre and their origins supports students in gaining cultural capital, having a further awareness of the world around them.

Within their work, the skill of communication is key, confidently offering their own ideas and opinions and effectively listening to others, whilst developing the skill of compromise. Opportunities for reading and the use of key vocabulary are embedded within every lesson, supporting students in their theoretical knowledge, from KS3 through to KS5. When creating and exploring characters, we promote the understanding and consideration of empathy, we feel this is a key skill for students to gain emotional intelligence, become kind citizens and have healthy relationships, now and in the future. A number of historical events are covered that support the development of this vital skill, linking the work we do to real life experiences. Throughout all of the work we explore, we promote the development of confidence, whether that is through performance, the offering of their own ideas or evaluating others' work. To have confidence in oneself is paramount to healthy self-esteem, something that is so important to develop throughout the years of adolescence.

The sequencing of our curriculum across KS3 provides opportunity for students to develop and hone each area of assessment; devising, performing and evaluating, alongside the 5 transferable life skills. These assessment strands link to examination areas at KS4 and KS5 and are repeated consecutively throughout years 7-9. The 5 skills and 3 assessment strands underpin the curriculum, with the topics layering on top. To provide breadth with coherency, topics follow a variety of categories, that we feel supports our aim of the holistic development of our students:

Topic Category	Year 7	Year 8	Year 9
Story Telling	2	0	0
Film to Theatre	1	1	0
Shakespeare Play	1	1	1
Other play text	0	1	1
Style of Theatre	1	1	1
Social	0	1	1

Historical	0	1	1
GCSE Specific	0	0	1

The age of the student is carefully considered when deciding on topic content, for example, there is more story telling in Year 7 where foundational skills are developed and there are social and historical topics that require more maturity, covered in years 8 and 9.

Students are made aware that the purpose of Drama in secondary school is to develop transferable skills that will be needed for their future careers. Staff regularly remind students of this and explicitly explain the purpose of the skill being used. In addition, the 'Where are they now?' board in the Drama studio promotes careers linked to the Arts, where current students can see the paths former students have taken, these include performing, design and teaching. This aims to inspire students to consider a variety of directions Drama can take them in. Staff are always on hand to provide guidance to students wishing to follow a career in the arts with their own individual experiences supporting this.

In our current climate and the rise of social media, young people today, more than ever, can struggle to 'let go' and explore their learning and the world around them without judgement and inhibition. We strive to nurture talent and consistently challenge and support students to break down their own barriers to learning, to aid them in their development in all areas of school life, and beyond.

Drama Implementation Statement

Our curriculum is built on the foundations of 5 key skills that support our notion of the holistic development of the child. These skills are independence, communication, creativity, confidence and empathy and they underpin each scheme of learning. These schemes are based on play texts, styles of theatre, societal issues and historical events. Linked to our 5 identified transferable skills are the 4 areas of assessment;

Devising- The creation of drama from a text or stimulus, the opportunity to develop teamwork skills, use rehearsal techniques and be creative, making exciting theatre

Performing- Performing on stage in front of the rest of the class, speaking lines, becoming a character and demonstrating performance techniques and learnt styles of theatre

Evaluation- Verbal and written evaluations with the use of key terminology

Knowledge- An end of topic theory knowledge test, inclusive of subject matter, rehearsal techniques, performance techniques, performance skills and design elements.

The KS3 curriculum has been developed using the needed skills and knowledge at GCSE level and students are introduced to these key concepts from Year 7. For example, key terminology is embedded into every lesson, meaning that students are fluent in the use of subject specific language before their knowledge is deepened further once reaching KS4. This terminology extends from performance terms, to rehearsal and design. Progress is tracked by staff and students, KS3 students have booklets, KS4 books and KS5 folders, staff have found these most suitable for the requirements of each course. These contain all theory work and tracking sheets for all areas of assessment, along with the assessment criteria. Meaningful feedback is provided to students along with feedforward tasks to enable students to make further progress.

Staff are consistent in expectations and all lessons begin with taking shoes and bags off and sitting in a register order circle on the floor. A variety of pedagogy is used to explore topics and most lessons follow the structure of an initial experimentation of a certain skill and then a bigger practical task where students independently incorporate this skill into a performance. Some lessons are more workshop based where the teacher gives and demonstrates step by step instructions. Teacher modelling is common practice in the department and an important tool for our subject. Staff also employ the use of recorded resources to show examples of styles of theatre and external practitioners visit to run workshops on specific styles at KS4 & 5.

Staff work collaboratively on the creation of schemes of learning and individual lesson plans. We share a vision for the department and understand the importance of demonstrating our passion for the subject to support outstanding teaching and learning. Schemes of learning are continuously reviewed and updated with consideration for whole school initiatives, our changing world and current developments in theatre. Students are taught in mixed ability classes and within these classes working groups are mixed up every lesson. This aids supporting those of lower ability and encourages stretch and challenge with those more able to become leaders of their group. Continuously mixing groups also supports the development of some of our key skills such as communication and confidence, promoting the importance of being able to work alongside all peers, mirroring expectations at KS4 & KS5, as well as within the world of work. Referencing this link to beyond the classroom is embedded by staff to continuously promote the importance of the skills we are learning in drama to support understanding, engagement and achievement.

Drama - Year 10 Autumn A & B Component 3				
What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
Content and expectations of the Component Three written examination.	<p>Knowledge: Content and expectations of this component of the course. This 40% of the overall grade is made up of one written examination lasting 1 hour and 30 minutes:</p> <p>Section A: Exploration of a set text= 40 marks</p> <p>Section B: Review of live theatre= 15 marks.</p> <p>Students to take part in a theatre trip.</p> <p>Understanding: This will be demonstrated through practical and written exploration of the set text, as well as the text seen for the review of live theatre.</p>	Written responses will demonstrate a clear understanding of the set text. Answers will be detailed, demonstrating an in-depth understanding of theatre from a variety of perspectives and include key subject terminology.	<p>Students have previously explored sections of text, this expands their capabilities by exploring text in it's entirety.</p> <p>Students have previously, in both KS3 and at the start of KS4, been encouraged to consider theatre from perspectives of an actor, director and designer, in both practical and written activities, in preparation for this section of the course.</p>	<p>Web:</p> <ul style="list-style-type: none"> • BBC Bitesize-GCSE Drama-Eduqas <p>Play:</p> <ul style="list-style-type: none"> • The It, Vivienne Frnzmann <p>Guides:</p> <ul style="list-style-type: none"> • WJEC/Eduqas GCSE Drama, Garry Nicholas

	Skills: To be able to use practical exploration to form written responses to questions on a given play from the perspective of actor, director and designer.			
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Drama - Year 10 Spring A Component One Practitioners/Style				
What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
To be able to demonstrate an understanding of a variety of practitioners/styles that have influenced the world of theatre. This work links into the learning for the Component One examination.	Knowledge: The beliefs and ideas of different practitioners and how these have influenced the elements they use/d within theatre. The stylistic devices that make up a particular style, how this can support story telling that is purposeful and	Demonstrating through devising, performing, evaluating and theory tasks an absolute clear understanding for each style/methods of a practitioner covered. These will be demonstrated with creativity and with the impact on the audience at the forefront of each piece of work.	Leading up to this point, students have started to look at style and the use of performance techniques to support this. The start of the GCSE courses pushes this knowledge further to include	Web: <ul style="list-style-type: none"> • BBC Bitesize- Styles, genres and practitioners • WWW.Franticassembly.co.uk Books: <ul style="list-style-type: none"> • An Actor Prepares, Constantin Stanislavski • Brecht On Theatre Guides:

	<p>impacts an audience in the desired way.</p> <p>Understanding: This will be demonstrated through devising, performing and evaluating own and others use of the given styles/methods of practitioners, as well as through the use of theory booklets.</p> <p>Skills: To be able to independently make choices for the use of stylistic devices of a variety of practitioners/styles to communicate desired impact on an audience.</p>		<p>influential theatre practitioners.</p>	<ul style="list-style-type: none"> • CGP GCSE Drama for the grade 9-1 course • WJEC/Eduqas GCSE Drama, Garry Nicholas
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Drama - Year 10 Spring B/Summer A Component One Mock				
What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
To gain an understanding for the content and expectations of the Component One examination. This is a mock for this component, the actual exam content will be started in Summer B and then completed and examined in Autumn A of Year 11.	<p>Knowledge: Content and expectations of this component of the course. This 40% of the overall grade is made up of:</p> <p>Performance= 15 marks Portfolio= 30 marks Evaluation= 15 marks</p> <p>Understanding: This will be demonstrated through students' creation of their devised piece, inclusive of their use of chosen style, the creation of their written portfolio and evaluation.</p> <p>Skills: To be able to devise and perform in a</p>	<p>Students are committed to the creation of this performance, attending extra-curricular rehearsals. This leads to clarity and detail within their written portfolio, demonstrating an excellent knowledge of their chosen style/practitioner and references independent research.</p> <p>High quality notes are prepared for the undertaking of the evaluation in controlled conditions.</p>	<p>This mock examination is an opportunity for students to now put into practice the skills they have developed last half term, linked to style and the work of practitioners.</p> <p>Theory work at KS3, as well as last term supports the development of writing for Drama.</p>	<p>Web:</p> <ul style="list-style-type: none"> • BBC Bitesize- Styles, genres and practitioners • WWW.Franticassembly.co.uk • Youtube- performances in chosen styles, e.g. Woyzeck, Splendid Theatre Company (Brecht style) <p>Books:</p> <ul style="list-style-type: none"> • The Frantic Assembly Book of Devising Theatre, Scott Grahama and Steven Hoggett • An Actor Prepares, Constantin Stanislavski • Brecht On Theatre <p>Guides:</p> <ul style="list-style-type: none"> • CGP GCSE Drama for the grade 9-1 course

	chosen style/practitioner with confidence. To be able to write a clear process report in the style of a portfolio as well as an evaluation of the final performance.			<ul style="list-style-type: none"> WJEC/Eduqas GCSE Drama, Garry Nicholas
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Drama - Year 10 Summer B Component 3 Revision Component One				
What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
To be able to develop practical work through the use of a given stimulus and to make an informed choice for the style of the piece, with	<p>Knowledge: This 40% of the overall grade is made up of:</p> <p>Performance= 15 marks</p> <p>Portfolio= 30 marks</p> <p>Evaluation= 15 marks</p> <p>Students will develop their knowledge of</p>	Students are committed to the creation of this performance, attending extra-curricular rehearsals. This leads to clarity and detail within their written portfolio, demonstrating an excellent knowledge of their chosen style/practitioner and references	This examination is an opportunity for students to now showcase the skills they have been developing throughout KS3 and 4 so far, in	<p>Web:</p> <ul style="list-style-type: none"> BBC Bitesize- Styles, genres and practitioners WWW.Franticassembly.co.uk Youtube- performances in chosen styles, e.g. Woyzeck, Splendid Theatre Company (Brecht style)

<p>consideration of the examination criteria. To be able to reflect back on work carried out in the mock exam to make improvements this time round, inclusive of both practical and written elements.</p>	<p>creating exciting theatre, with reference to the exam criteria. Understanding: This will be demonstrated through students' creation of their devised piece, inclusive of their use of chosen style, the creation of their written portfolio and evaluation. Skills: To be able to devise and perform in a chosen style/practitioner with confidence. To be able to write a clear process report in the style of a portfolio as well as an evaluation of the final performance.</p>	<p>independent research. High quality notes are prepared for the undertaking of the evaluation in controlled conditions.</p>	<p>particular their use of style and the work of practitioners. The mock Component One exam earlier in the year acted as preparation for this.</p>	<p>Books:</p> <ul style="list-style-type: none"> • The Frantic Assembly Book of Devising Theatre, Scott Grahama and Steven Hoggett • An Actor Prepares, Constanin Stanislavski • Brecht On Theatre <p>Guides:</p> <ul style="list-style-type: none"> • CGP GCSE Drama for the grade 9-1 course • WJEC/Eduqas GCSE Drama, Garry Nicholas
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