



# Intent



# Drama

## Intent

**Our Drama provision aims to develop students social and creative thinking skills. Students of all abilities are encouraged to work inclusively, giving them opportunity to work in ensembles, small groups and pairs. Students should feel valued and confident to express creative ideas. All students should have the opportunity to devise and perform their own work and experiment with technical theatre and use these skills in practice.**



# Intent



## Drama

### Aims of the Drama Curriculum at KS3

The aim of the year nine course is to develop students' confidence, self-awareness and ability to co-operate with their peers both as leaders and members of a team. Students are taught to respond practically to a range of stimuli using a variety of drama techniques and strategies. They will gain an understanding of different genres of drama. By the end of year nine students will have enough information and practical experience to make a strong start to GCSE Drama. If they do not opt to continue with drama, students should find the skills they have learned useful in other subjects, particularly where confident speaking, presentations and group work form part of the course.



Intent



# Drama

## KS3 National Curriculum

### Subject content

The national curriculum for Drama to KS3 (as part of literacy) aims to build on Spoken language. Pupils: speak confidently and effectively, including through:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



# Intent



## Drama

**Aims of the Drama Curriculum at KS4 and KS5 follow the Eduqas exam board specification.**

The aim of the GCSE and GCE is to deliver a rich and varied experience of drama as a discipline.

Students will become knowledgeable about the subject and its contribution to society, and skilled in the practical application of a range of aspects of the dramatic arts.

Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre.

Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre.

Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre

Understand the practices used in twenty-first century theatre making.

Experience a range of opportunities to create theatre, both published text based and devised work participate as a theatre maker and as an audience member in live theatre

Understand and experience the collaborative relationship between various roles within theatre.

Develop and demonstrate a range of theatre making skills

Develop the creativity and independence to become effective theatre makers

Analyse and evaluate their own work and the work of others.



Intent



# Drama

## What is Drama and why is it important?

Drama is the study of theatre, plays, practitioner and techniques that combine to produce creative performances. Drama is a practical, interactive, social subject that encourages students to develop their ability to perform or design technical theatre.

Drama is an important subject for students to access. It allows students to develop confidence in public speaking. Learning and using subject specific vocabulary. Student enjoy working practically and performing in front of others.

Students work socially and learn the importance of group work, leadership and directing, listening and practising critical thinking skills.

Students are encouraged to be creative, experimental and to feel safe and valued when performing.



# Intent



## Drama at County Upper



### Key Stage 3

#### Curriculum Aims

This year enables the students to discover their own strengths in performance, directing and devising. Students continue to learn that positive working relationships when working collaboratively is key to successful learning outcomes.

(Including links to British values if relevant)

#### What will you see in Drama lessons?

The focus this year is to ensure that students are prepared for the demands of GCSE course, should they choose it as an option.

Students learn about key practitioners, styles and genres. They are provided with the opportunity to experiment and explore with styles.

Games, social activities and discussions.

#### What will you see in students' Drama books?

There is no specific written element to Drama at KS3. Booklets and templates are occasionally completed to aid learning. The course is fundamentally practical.

#### Curriculum Content and sequencing

Drama is provided on rotation and individual teachers choose a combination of Script based and devising activities over three half terms, Depending on the engagement of the groups.

##### Suggested sequence

- Half Term 1: A case of Murder (poem) or Script
- Half Term 2: Devising skills based on a theme or script.
- Half Term 3: Practitioner focus

#### What formative assessment will you see in Drama?

Assessments against the four key learning objectives at KS3

- Listen and respond
- Confident in sharing ideas and suggestions
- Perform in front of others consistently
- Work socially and independently

#### What is the faculty currently reading and discussing and why?

We are currently reading: Cat on a Hot Tin Roof, Curious Incident, DNA and Accidental Death of an Anarchist.  
Why? All set text for GCSE and A Level.



## Drama at County Upper



### Key Stage 4 – GCSE DRAMA

# Intent



#### Curriculum Aims- GCSE

The aim of the GCSE study is to deliver a rich and varied experience of drama as a discipline. Students will become knowledgeable about the subject and its contribution to society, and skilled in the practical application of a range of aspects of the dramatic arts.

**Component 1** - Devising Theatre and Creative log in this academic year. The workshops and lessons delivered throughout the academic year will focus on devising and use of stimuli.

**Component 2**- A scripted performance for a visiting examiner

**Component 3** -A written examination (Live theatre review and Response to text)

#### What will you see in Drama lessons?

##### Year 10/ 11

The focus of this year is to ensure that students are prepared for the demands of GCSE course. Completing mock and rehearsal performances

Students learn about key practitioners, styles and genres:

Brecht  
Stanislavski  
Frantic Assembly

They explore set text. DNA by Dennis Kelly.

Games, social activities and discussions.

#### What will you see in students' Drama books?

The course is fundamentally practical, book are for students to keep notes, sketches, diary entries and notes on the evaluation of own practice and that of others.

Worksheets or templates and practitioner notes are stuck in.

Sample and practice questions from component 3 are answered.

#### Curriculum Content and sequencing Year 10

Autumn term 1 – DNA Comp 3  
Autumn term 2- Brecht Devising Comp 1  
Spring Term 1 – Scripted work Comp 2  
Spring Term 2- Stanislavski/ Frantic Comp1  
Summer Term 1 DNA/ Devising  
Summer Term 2 Revision/ Research for Comp 1

#### Year 11

**Autumn Term** Rehearsal and assessment of Comp 1  
**Spring Term** Rehearsal and assessment of Comp 2  
**Summer Term** – Revision and practice for Comp 3

#### What formative assessment will you see in Drama?

##### **Term 1**

Mock/rehearsal units for Devised.

##### **Term 2**

Mock/ rehearsal units for scripted.

**Term 3** practice questions and papers for Component 3

#### What is the faculty currently reading and discussing and why?

We are currently reading: Cat on a Hot Tin Roof, Curious Incident, DNA and Accidental Death of an Anarchist.  
Why? All set text for GCSE and A Level.

GCSE we use a range of scripts and extracts: Confusions, Shakers, Teachers, Invisible friends, Macbeth, Hobsons choice, My Mother Said I Never should, Be my baby.



# Intent



## Drama at County Upper



### Key Stage A Level – Theatre Studies

#### Curriculum Aims- A Level Theatre Studies

- Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre.
- Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre.
- Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- Understand the practices used in twenty-first century theatre making.]
- Experience a range of opportunities to create theatre, both published text based and devised work participate as a theatre maker and as an audience member in live theatre
- Understand and experience the collaborative relationship between various roles within theatre.
- Develop and demonstrate a range of theatre making skills

#### What will you see in Drama lessons?

Theatre lessons are practical and often independent. The onus is on creating time and space for students to experience and experiment with the practices and techniques of a recognised theatre company or practitioners.

Students are expected to research and deliver interactive workshops to their peers; to complete presentations and work collaboratively.

Occasionally lessons are research based and written, where students are expected to discuss and evidence ideas.

Games, discussion, physical experimentation and reading also form part of lesson time. For technical students, this might mean accessing the lighting and sound technical area, costume and props or designing, building and painting scenery.

Most lessons are allowed for rehearsals and students are expected to work independently in a self-motivated way.

Feedback performances, re-direction and debate as used to inform and improve practice.

#### What will you see in students' Theatre books?

Students provide their own folders and note books to keep ongoing lesson notes at A Level.

Google classroom is used as a forum for work. Power-points are uploaded for reference and assignments are posted and completed here.

Students are expected to write a creative log of no more than 3000 words to make connections between dramatic theory and practice.

There should be continuous analysis and evaluation as they regularly comment on the proceedings of a lesson and analyse and evaluate their own work and the work of others.

Set texts are studied and practice exam questions are submitted and marked electronically where possible.

# A level continued



# Intent



- Develop the creativity and independence to become effective theatre makers
- Analyse and evaluate their own work and the work of others.

## Curriculum Content and sequencing

### Component 1: Theatre Workshop

Learners participate in the creation, development and performance of: one reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company.

### Component 2: Text in Action

Learners participate in the creation, development and performance of: one devised piece using the working methods and techniques of a second different influential theatre practitioner or recognised theatre company one extract from a text in a different style to the devised performance.

### Component 3: Text in Performance

Learners explore:  
Two complete performance texts from different historical periods one extract from a third contrasting text.

In Components 1 and 2 learners are given the opportunity to develop performing and/or design skills as appropriate to their interests and the facilities available in the centre. They may either choose the same skill for both Components 1 and 2, or a different skill for both Components 1 and 2:  
Performing  
Sound design Costume design (including hair and make-up).  
Lighting design Set design (including props)

## What formative assessment will you see in Drama?

**Component 1:** Theatre Workshop Non-exam assessment: internally assessed, externally moderated 20% of qualification

**Component 2:** Text in Action is assessed as an exam. Externally assessed by a visiting examiner 40% of qualification

**Component 3:** Text in Performance Written examination: 2 hours 30 minutes 40% of qualification

## What is the faculty currently reading and discussing and why?

We are currently reading: Cat on a Hot Tin Roof, Curious Incident, DNA and Accidental Death of an Anarchist. Trojan Women.

Why? All set texts for GCSE and A Level.

A Level we use a range of scripts and extracts:

Appendix 1  
<https://www.eduqas.co.uk/media/0u4bec1m/eduqas-a-level-drama-specification.pdf>



# Intent



# Drama

## Cross Curricular Links

Drama links with:

- Spoken language for confidence in responding to questioning in any curricular subject.
- Spoken language and use of role play for MFL.
- Ability to work with others in practical subjects, paired work and small group tasks in other subject areas.
- Role play for History/English/RS and other subject areas.
- Character, devising and narrative structure to inform creative writing in English.
- Physicality for movement to link with PE.
- Specific technical options supporting and working in collaboration. EG: Costume and textiles. Photography and performance. Lighting design and photography. DT and Set design.



Intent



# Drama

## Progress

- Schemes of work are sequenced, where possible, so that knowledge and concepts are built upon from previous learning.
- Responses to key questions and carefully thought out practical tasks enable students to develop and focus their ideas. In practice, research and performance.
- Techniques and practitioners are re-visited with different and varied topics.
- Component practical exams Use of assessment criteria and mark scheme to provide a comprehensive overview of what level a student is at.
- Lessons planned to inform and develop each students progress.



Intent



# Drama

## Support

- Planning to ensure maximum inclusivity to meet all individual needs.
- Flexible-paced learning to accommodate slower learners who can complete their tasks at a more comfortable speed.
- Note books or handout booklets to support learning and planning.
- Extension tasks available to challenge, stretch and accommodate quicker-paced learners and more responsibility for taking the lead on a practical project.
- Group work and pair work and ensemble.
- Longer projects that build on prior knowledge and research.
- Digital support via audio and visual input as well as technical provision.
- Verbal support, one-on-one and scaffolded tasks.
- Targeted questioning.
- Tasks with variable outcomes to enable students flexibility and freedom of individuality and the choice to perform in a variety of ways.
- On-going assessment to highlight strengths of students.



# Intent



## Recovery curriculum

we have adapted our Drama curriculum for summer 2021 and the 2021/22 academic year in the following ways. These ensure the essential elements of our Drama curriculum are covered.

Essential knowledge and vocabulary covered that has been missed. We use in each lesson where possible to make sure students are hearing, learning and using these keywords effectively. This normally happens during the physical “warm up” or “games” at the start of a drama lesson or in the skills element of the lesson.

Skills covered that have been missed or not secure are being woven into lesson aims. When students are devising and working practically they are directed to develop a particular skill or skills. This could be a technique, a technique from a practitioner or a particular focus such as use of voice, interaction, gesture etc.

Experiences (including cultural and enrichment) that are to be focussed on. Theatre trips, the streaming of live theatre, drama clubs, showcase productions.



Implementation



# Drama Implementation



## Implementation



## Teaching - minimum expectations

- Drama should be fun and enjoyable!
- Teachers can choose from a variety of SOW to teach at KS3 adapted and suited to the individual group and teacher. The teacher will follow the structure and specialist input for what makes a good drama lesson.
- Specialist teaching at KS4 and KS5 will follow the sequence of the curriculum plans. Teachers can and must adapt, change or alter individual lessons to suit the dynamics of the group.
- Teachers are to be aware of all Pupil Premium, SEND and EAL children in their classes. They will also need to find out, from English teachers (at the earliest opportunity), about the ability level of the children in their classes in terms of their writing and comprehension ability and to differentiate accordingly.
- Teachers will use scripts, props, costume, resources to inspire learning, making sure they are returned to their storage cupboard promptly for other students to use.
- Teachers should be aware of the Drama Department assessment criteria and objectives at KS3 and be fully aware of the specifications at KS4 and KS5 what the overall impact of their teaching is trying to achieve in terms of outcome.
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- All students should be made to feel like they are performers, directors or designers: for instance; Student work collaboratively on a project and should feel as if they are a small theatre company creating work for an audience, not just to pass an exam.



## Planning

### **5 Elements that make a good drama lesson**

This document is intended to support specialists and non-specialists to ensure they are teaching cohesively across the curriculum. It aims to provide a similar framework for drama lessons for students at KS3. Not every lesson or group can follow this format. It is designed as a guide.

### **AIMS: A clear AIM for that lesson. Examples are adapted for individual groups and SOW.**

- To learn the devising methods of a particular practitioner
- To perform in front of others
- To lead a group
- To speak, discuss and give feedback
- To engage socially with others
- To gain a better understanding of a play script or narrative
- To develop the use of voice

### **GAMES/WARM UPS :A series of warm up activities or games - Teacher led or students led.**

- Games to promote use of space
- Games to promote understanding of vocabulary
- Games to promote eye contact and focus
- Games to promote conversation
- Games to promote facial expressions
- Warm ups for voice, movement and physicality
- Warm ups for interaction and character building
- Warm ups for role play and improvisation



# Implementation



## Planning

### **Skills - The practice of or learning of drama associated skills.**

Examples are: Projection of voice, use of proxemics, directing others, communication, being critical thinkers, engaging creatively and generating ideas. Acting and performing

### **Independent practice**

Working in groups without support  
Taking turns  
Being a leader  
Listening to others and responding  
Creating and developing performances  
Role play

### **A chance to perform or discuss**

Show each other their work  
Perform in small groups  
Perform in front of a larger audience  
Offer and receive constructive criticism.& evaluative skills



Implementation



## Drama and Literacy

**Reading** In our Drama curriculum we encourage pupils to access high quality texts and scripts to support their learning and develop their skills in accessing information from a range of sources.

Teachers model reading scripts, we read as a whole class and as individuals.

Pupils spend time partner reading or reading independently as well as researching in order to acquire knowledge or deepen their understanding.

At GCSE and GCE students are expected to read and understand play from different eras, with social and historical contexts.

**Vocabulary** Vocabulary forms a key part of our wider curriculum. Subject specific words are incorporated in each unit and pupils are encouraged to develop their own 'Vital Vocabulary' lists along with dual coding (kinesthetic) to expand their theatrical vocabulary repertoire.

Students have handouts and support material to ensure key vocabulary is kept and can be referenced.



Implementation



## Drama and Literacy

**Writing** Pupils are encouraged to write across all areas of the curriculum and teachers model how to write purposefully in each subject using key structures and vocabulary. Pupil in KS3 can use booklets, templates and handouts to record their ideas.

At KS4 and KS5 resources from the exam board (Eduqas) can be used to support students learning, including past papers and mark schemes for the written exams.

Ongoing creative ideas are often recorded in a variety of way from mind mapping, sign post scripting and working together on shared documents.

At KS5 Students are encouraged to research, write, deliver and present key concepts to each other.



## Implementation



## How are lessons tailored for different learners, including pupils with SEND?

- We recognise that not all pupils learn in the same way.
- Drama is an exciting area of study and an important one.
- Some children, outside of school, enjoy live theatre or attending Youth theatre clubs, LAMDA.
- All children can gain a real sense of achievement, involvement and self-worth through Drama.
- Pupil premium students are offered theatre trips and encouraged to attend.
- Drama is a range of abilities. Students are encouraged to pair with different learners.
- Non-specialist are English specialists.
- Activities and outcomes are tailored.
- Technical theatre is an option offered to all students.

All teachers will be aware of all Pupil Premium, SEND and EAL children in their classes. By close collaboration with English teachers about the ability level of the children in their classes (in terms of their writing and comprehension ability) written tasks can be differentiated accordingly.

## Opportunities for more able pupils

- Regular clubs, festivals, musicals
- Paired work and the ability to lead and direct.
- Technical theatre to develop a specific skill
- Crossover - Music department



Impact



# Drama

## Impact



Impact



## How do you monitor progress and achievement?

- Teachers are responsible for keeping a record of how individuals are progressing in the subject.
- Pupils are monitored and supported in their learning.
- During each lesson, the teachers give verbal feedback to the learners and use questioning to develop further understanding, unravel misunderstanding and resolve any misconceptions.
- Regular performing and analysing of each others work.
- Watching and discussing live theatre performances.
- Mock exam work is marked at fed back when relevant to students progress.



Impact



## How do you document learning in Drama?

In KS3 pupils are assessed against objectives on whole school development and graded with 0-4 indicating either: (0) no progress, (1) emerging progress, (2) improving progress, (3) secure progress or (4) exceeding expectations and progress.

Learning at KS4 and KS5 is assessed by components against the specification.  
Teachers conduct mocks and mark to exam specifications.  
Teachers and external examiners assign grades.



Impact



## What do you consider to be the strengths Drama within the school?

Pupils enjoy their Drama lessons

Teachers are passionate and knowledgeable about topics

Resources and SOW support the learning

Pupils are inspired to take Drama as a GCSE subject

### How do you know?

- Drop ins
- Department meetings and teacher feedback on curriculum content.
- Emails to update and inform each other
- collaboration between Drama and English department is consistent
- occasional learning walks and observations.
- Uptake at KS4 and KS5



Impact



## Examples of progression in Drama

- Students develop confidence in performance
- Students engage with extra curricular activities
- Students develop their ability to present
- Progression and engagement from KS3 to KS5
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Impact



## Enrichment and cultural capital

Festivals at venues - Theatre Royal

Musicals Apex

Theatre trips

Live theatre streaming

City visits

Clubs/concerts



Impact



# Careers development

Options assemblies to promote the subject and potential careers.

Open evenings to view the subject in practice.

Clubs and extracurricular activities to engage and allow to use skills in context.

Students are encouraged to take part in whole school activities including performing for other purposes, technical support or charity events.

All combined activities allow students to see the value of drama and how it assists future careers.