

Drama Curriculum Intent Statement

“I regard the Theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.” Oscar Wilde

We want all students to experience the magic, awe, wonder and richness of the Theatre. The study of the Drama Curriculum engages students in an exploration of the world from multiple perspectives. It promotes active discussion and exploration of a range of themes and issues in order to promote diversity, equality, and social, moral and cultural understanding. The Curriculum enables all students to confidently express themselves, their emotions, ideas, opinions and thoughts in a safe, creative, and collaborative space. The Curriculum takes students on a journey of some of the ideologies and advancements in Theatre, in order to explore and study some of the great playwrights and practitioners that have influenced modern Theatre. The Curriculum equips students with high quality, cultural capital through an understanding, appreciation and awareness of how history, society and culture has impacted Theatre, and how Theatre has impacted history, society and culture. Through a wide range of opportunities and experiences both inside and outside of the classroom, students will develop an appreciation of the performing arts and grow to understand its value for themselves and for society as a whole. Drama is a passport to life: gateway to expressing oneself in a range of ways. It enables students to communicate effectively, developing skills that will support them through life, and taking into account the improving local economy and labour market, prepare them for life in the world or work.

Through the Curriculum students will develop deep knowledge and understanding of performance genres, texts and styles, their context including the theatrical conventions of the period in which they were created through high quality and ambitious opportunities to demonstrate and apply their knowledge and understanding through **Making, Performing** and **Responding** to Drama.



Year 7 Drama Curriculum

Term 1 Essential Skills in Drama	Term 2 The terrible fate of humpty dumpty	Term 3 The terrible fate of humpty dumpty
Lesson 1: Tableau	Lesson 1 : Scene 1 & 2 -features of a play script	Lesson 1 : scene 11- 13 : A newspaper article
Lesson 2 : Staging and proxemics	Lesson 2: Scene 3 – hot seating and teacher in role	Lesson 2: scene 14 & 15 – improvisation and role play
Lesson 3: Body language and facial expression	Lesson 3: Scene 4 & 5 – structure and flashback	Lesson 3: scene 16 -19 – reflecting on the plays themes
Lesson 4: Stereotypes	Lesson 4: scene 6 & 7 – off text improvisation	Lesson 4: deliberate practice (performance)
Lesson 5 : Teacher in role	Lesson 5:scene 9 & 10 – writing in role	Lesson 5: deliberate practice (performance)
Lesson 6 & 7: Key assessment task: Performance Assessment	Lesson 6 & 7 : Key Assessment Task	Lesson 6 & 7 : Key assessment task : Performance Assessment

Year 8 Drama Curriculum

Term 1 Commedia Dell'Arte	Term 2 Stanislavski, Naturalism and characterisation	Term 3 Brecht and Epic Theatre
Lesson 1: Commedia Dell'Arte elements, conventions and context	Lesson 1: Stanislavski and naturalism – conventions and context	Lesson 1: Brecht – context and conventions
Lesson 2: Commedia, costume and use of masks to portray character	Lesson 2: Imagination and belief - A sense of truth	Lesson 2: Use of Gest
Lesson 3: Stock characters	Lesson 3: Observation and given circumstances	Lesson 3: Social and Political Drama - Exploring Narrative
Lesson 4: Lazzo	Lesson 4: Emotional Memory	Lesson 4: Using Spass to engage the audience and make social comments
Lesson 5: Language and Improvisation	Lesson 5: Working with text - Rehearsal and Performance	Lesson 5: Staging Conventions



Lesson 6: Key Assessment Task - Creating and performing Improvisation and stock characters	Lesson 6: Key Assessment Task -Working with Text -Rehearsal and Performance	Lesson 6: Key Assessment Task - Consolidate techniques used by Brecht through performance assessment
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Year 9 Drama Curriculum

Term 1 Physical Theatre - Frantic Assembly	Term 2 Devising: From conception to Performance	Term 3 Devising : From conception to performance and evaluation
lesson 1: conventions of physical theatre	Lesson 1: Understanding devised theatre – stimulus and background information	Lesson 1: The mother and the newspaper article
lesson 2: Physical ensemble work	Lesson 2: The pregnancy	Lesson 2: creating poetry
lesson 3: soundscapes and chorus	Lesson 3: The abandonment	Lesson 3: The future
lesson 4; Dynamic qualities	Lesson 4: Donna and the nurse	Lesson 4: Deliberate practice
lesson 5: working with text - Robert Falcon Scott diaries	Lesson 5: The police appeal	Lesson 5: Deliberate practice
Lesson 6: Key Assessment Task -Creating and performing physical theatre	Lesson 6: Key Assessment Task: Explain your response to the stimulus and first ideas	Lesson 6: Key Assessment Task. Creating and performing devised theatre in response to a stimulus



Year 10 Drama Curriculum

Term 1 component 1: Study of a play text - Blood Brothers	Term 2 Component 1: Practical exploration of a play text & Component 3 Texts in Practice	Term 3 component 2: Devising Drama
<p>BIG QUESTION <i>What are the characteristics and context of the play Blood Brothers?</i></p>	<p>BIG QUESTION <i>How can you use theatrical knowledge and skills to interpret a character in performance?</i></p>	<p>BIG QUESTION <i>How can we use our knowledge and understanding of how drama is developed and performed to create interesting and innovative ideas for performance?</i></p>
<p>Week 1: What is GCSE Drama?</p>	<p>Week 1: Introduction to analysing character: What is characterisation?</p>	<p>Week 1: What is devising at GCSE?</p>
<p>Week 2: What is Blood Brothers about?</p>	<p>Week 2: practical exploration and close analysis: What is our interpretation of Mickey and Eddie?</p>	<p>Week 2: exploring a range of stimuli - What ideas does the stimulus give me?</p>
<p>Week 3: What is the plot and synopsis of Blood Brothers?</p>	<p>Week 3: Practical exploration and close analysis: How can we use our acting skills to interpret Mickey and Eddie in performance?</p>	<p>Week 3: exploring a range of stimuli - What ideas does the stimulus give me?</p>
<p>Week 4: Who is Willy Russell and what were his intentions when writing Blood Brothers?</p>	<p>Week 4: Practical exploration and close analysis: What is our interpretation of Mrs Johnstone and Mrs Lyons?</p>	<p>Week 4: researching the stimulus - How can research help to develop my ideas further?</p>
<p>Week 5: What is the form and genre of the play?</p>	<p>Week 5: Practical exploration and close analysis: How can we use our acting skills to interpret Mrs Johnstone and Mrs Lyons in performance?</p>	<p>Week 5: establishing aims and objectives. Describing your response to the stimulus and explain your initial ideas. (Section 1 Log)</p>
<p>Week 6: Who are the key characters in Blood Brothers and how do the characters relate to one another?</p>	<p>Week 6: Describe how you would use your acting skills to interpret a character from Blood Brothers. Explain the effects you wanted to create and why your ideas are appropriate.</p>	<p>Week 6: practical exploration and developing ideas - How can i use improvisation to create ideas?</p>
<p>Week 7: Describe and explain the context and characteristics of Blood Brothers.</p>	<p>Week 7: Practical exploration and close analysis: What is our interpretation of Linda and Sammy?</p>	<p>Week 7: practical exploration and developing ideas -How can i use physical sequences to develop ideas further?</p>



Curriculum Rationale

Drama

Week 8: What is the historical, social, political and cultural context of Blood Brothers?	Week 8: Practical exploration and close analysis: What is our interpretation of Mr Lyons and The Narrator?	Week 8: discovering genre, style and form - How will I tell the story?
Week 9: What are the themes explored in Blood Brothers?	Week 9: Performing a key extract - rehearsal: How can we apply our theatrical skills to communicate meaning?	Week 9: developing structure - How will the drama be structured and what effect does this have?
Week 10: How is mood and atmosphere created in Blood Brothers?	Week 10: Performing a key extract - rehearsal: How can we apply our theatrical skills to communicate meaning?	Week 10: developing character - How will i use my theatrical skills to convey my character and my aims and intentions?
Week 11: How is speech and language used in Blood Brothers?	Week 11: KAT 2 Interpreting a character in performance of an extract	Week 11: work in progress performance., audience feedback
Week 12: How is the play performed on stage?	Week 12: KAT 2 Interpreting a character in performance of an extract	Week 12: work in progress performance., audience feedback
Week 13: How is context shown through set and costume design?		
Week 14: How is context shown through set and lighting design?		
Week 15: Describe and Explain how you might use design elements (costume, lighting, set or sound) to communicate the context of an extract from Blood Brothers in performance		



Year 11 Drama Curriculum

<p>Term 1 A Component 2: Devising Drama (NEA)</p> <p>Term 1 B Component 1 : Response to Live Theatre</p>	<p>Term 2 Component 3: Texts in Practice</p>	<p>Term 3 Rehearsal, Revision and examinations (Component 3 Texts in Practice and Component 1 Understanding Drama)</p>
<p>BIG QUESTION <i>What makes contemporary theatre creative, engaging and original?</i></p>	<p>BIG QUESTION <i>How can you communicate clear aims and intentions to an audience?</i></p>	<p>BIG QUESTION <i>How can we apply our refined skills, knowledge and understanding of Drama in theory and practice?</i></p>
<p>Week 1: refining the performance. How can I refine my piece and performance?</p>	<p>Week 1: choosing a text. What should I consider when choosing a text?</p>	<p>Week 1: Texts in Practice External Examination</p>
<p>Week 2: refining the performance. How can I refine my piece and performance?</p>	<p>Week 2: working with and interpreting a text. What is the genre, style, context, characters and themes in the play?</p>	<p>Week 2: revision and recall : Section A -Theatre roles and terminology</p>
<p>Week 3: previewing the performance. Have I met my aims and intentions? (SDI)</p>	<p>Week 3: identifying and exploring extracts. Which extracts should I explore in performance and why?</p>	<p>Week 3: revision and recall- Section B Study of set text Blood Brothers</p>
<p>week 4 : Section 2 log How can I explain the process I undertook to refine initial ideas and intentions into a final devised piece?</p>	<p>Week 4: exploring character interpretation and establishing aims and objectives. How can my performance show an understanding of my character?</p>	<p>Week 4: revision and recall - Section C Response to live theatre</p>
<p>Week 5: final NEA performance.</p>	<p>Week 5: developing vocal skills. How can I develop a range of vocal skills to interpret my character in performance?</p>	<p>Week 5: Component 1 Understanding Drama External Examination</p>
<p>Week 6: final NEA performance</p>	<p>Week 6: developing physical skills. How can I develop a range of physical skills to interpret my character in performance?</p>	
<p>Week 7: Section 3 log (TBW) You are writing a rehearsal diary for yourself. Analyse and evaluate how well you developed your piece, used your theatrical skills in performance and contributed to the process of</p>	<p>Week 7:Key Assessment Task - Work in Progress performance - extract 1 Apply theatrical skills in performance to communicate meaning (A01 & A02)</p>	



Curriculum Rationale

Drama

devising		
Week 8: Components of live theatre - What is a Theatre review?	Week 8: using a range of rehearsal techniques -How can rehearsal techniques improve my performance?	
Week 9: Preparing to view a live theatre performance - How can research help me to effectively review live theatre?	Week 9: using a range of rehearsal techniques - How can rehearsal techniques improve my performance?	
Week 10: Watching the play - What is my initial response to the production?	Week 10: developing audience/ performer relationships - How can I effectively communicate my aims and intentions to the audience?	
Week 11: Analysing and evaluating acting - How does the quality of actors' performances impact on the production?	Week 11: refining and polishing the performance - How can I use feedback and self reflection to improve my performance?	
Week 12: Analysing and evaluating set and costume design - How does the quality of design elements impact on the production?	Week 12: refining and polishing the performance The Big Write: (SDI) Describe your aims and intentions for your role and the piece.	
Week 13: Analysing and evaluating sound and lighting design - How does the quality of design elements impact on the production?		
Week 14: developing writing skills - How can I use my knowledge and understanding to analyse and evaluate the production?		
Week 15: Key Assessment Task Writing a theatre review		

KS3 Curriculum Rationale and sequencing

Year 7 - An introduction to essential skills in Drama, and exploring and performing a play text

The year 7 Curriculum aims to equip students with important foundational knowledge, skills and understanding of the essential skills needed in practical drama and the history of Theatre. It aims to introduce them to the Historical, Cultural and Social context and the Theatrical conventions of the time period.

The Year 7 Curriculum journey begins with the study of essential skills in Drama. Students will be taught how essential elements of Drama, conventions and skills can be used to tell stories and communicate meaning to an audience. At the end of this unit of learning all students will: know what a tableau is; be able to identify types of staging; explain advantages and disadvantages; be able to identify areas of the stage; know what a stereotype is and how they are used to create roles. They will be able to identify and describe aspects of vocal and physical skills such as volume, tone, pace, pitch, facial expression, body language, gesture and posture. Students will learn how to use techniques such as tableaux, staging and proxemics within a performance, They will learn to develop their use of body language, facial expression, vocal skills and characterisation skills in role. They will be able to create, develop and sustain a role and contribute to a group performance, using a range of vocal and physical skills.

In term 2, Students will learn about the features of a play script, character, form and structure. They will study the play 'The terrible fate of Humpty Dumpty' by David Calcutt. This play has been chosen for its gripping plot line, well developed structure and form and challenging and appropriate content. This will give them the reference point of a 'good play' further on in key stage 3. They will explore the style of documentary drama in response to this text to re tell stories. The play chosen allows students to experiment with structure, narration, flashbacks, teacher in role and writing in role. They will be able to build upon their learning from term 1 essential skills and consolidate their use of these drama techniques and conventions. At the end of this unit, students will know and be able to identify the features of the play script, including title, characters, stage directions, setting the scene, dialogue and scenes. They will know and be able to identify key techniques used within the play such as flashbacks and narration. They will know the plot, characters and events from the play and will be able to recall and describe them. Students will know what documentary drama is and will be able to explain its origins and specific features.

At the end of this unit students will be able to demonstrate their developing skills in taking on a role and exploring characters. They will be able to create and develop documentary drama in response to the stimulus using a range of theatrical devices and techniques. They will be able to perform in role using their theatrical skills to communicate meaning.

Year 8- Styles, Genres and Practitioners

The Year 8 Curriculum journey continues with a chronological exploration of Theatre while focusing on influential practitioners and styles of Drama.

In term 1 students study the style of commedia Dell'Arte and further develop their use of characterisation. Students will build on prior knowledge and understand how commedia Dell'Arte became more about entertainment, how lazzi was born, how it has parallels with Greek comedy and how the use of masks developed in Theatre. They will gain knowledge of how the role of women developed in the Theatre. Students will explore commedia characters and the art of improvisation, which they will build upon and develop further in term 2 through the study of Stanislavski and characterisation.

In term 2 students explore the practitioner, Stanislavski and the rise of naturalism in order to develop their ability to create original characters, understand practitioner methods and Theatrical style and explore his impact on modern Theatre. Students will be introduced to character development and rehearsal techniques. They will know and understand who Stanislavski is, his influence on theatre and his method. Students will begin to be able to identify and investigate how successfully theatre makers communicate meaning to an audience. Students will build wider knowledge, concepts and understanding of how European Theatre developed since Commedia Dell'Arte and what came after through Melodrama and stock characters. They will know how Stanislavski's system was in response to this type of Theatre.

In term 3 students continue to contextualise practitioners and their influences. They will explore German Theatre practitioner, Brecht. They will explore devices such as Gest and Spass. They will build on developments from Russian Theatre and realism movement and be able to compare and contrast theatrical conventions and practitioner intentions. Student will have previously explored the rise of naturalism in European theatre and will be able to contextualise how Brecht transformed the narrative of modern theatre through the introduction of non-naturalistic devices. They will be able to compare the varying philosophies and principles of both practitioners. Non naturalistic theatre is a difficult concept for most students so scaffolding their understanding of this with previous study of naturalism is effective. Students will learn about how Brecht had established the Berliner Ensemble and was regarded as one of the greatest theatrical practitioners and how the turmoil of the times through which Brecht lived gave him a strong political voice. Students will learn about how his ideas were so revolutionary that they changed the theatrical landscape forever.

Year 9 - Contemporary Theatre

In Year 9, students use their knowledge, understanding and context through the study of contemporary Physical Theatre, with a focus on Frantic Assembly, one of the most influential contemporary ensembles. They will build on how the style has evolved from Greek theatre, commedia dell'arte and Brechtian devices. They will be introduced to modern practitioners of physical theatre in order to contextualise the style and conventions. In term 1 Students will begin to explore a wider range of theatre styles and focus on physical skills and ensemble work to tell stories and communicate meaning.

In term 2 and 3 students will progress to using their deep knowledge, skill and understanding to create, refine and apply their skills in performance. They will learn how to develop a piece of theatre, from conception to performance, using their refined theatrical skills in a specific context and in response to a stimulus. They will explore and respond to a wide range of stimuli relating to society, culture, history and politics, giving them a wider understanding of the modern world in which they live, along with a cultural understanding of how we can express ourselves and our own ideas through Theatre. They will refine their skills in working as an ensemble. They will learn how to form their own aims and intentions for theatre and drama, using their

knowledge and understanding of the concepts and big ideas in Theatre. They will be able to make informed decisions about their artistic choices and be able to confidently explain, justify and demonstrate their ideas through effective performance skills, use of conventions and portrayal of a character. This will be underpinned by mastery of knowledge of Theatre and Drama styles and genres in order to make informed creative decisions and analyse and evaluate their performance work and the creative process. Students will learn how to respond to, analyse and evaluate Theatre, the performances of professional actors and designers, using their refined knowledge of Drama and Theatre to form a critical understanding and practical application of their refined skills.

By the end of Key stage 3 all students will know, understand and be able to:

Students will gain deep knowledge and understanding of Theatre throughout History and it's evolution. They understand the Historical social and cultural ideas that are associated with the specific context. Over the course of Key stage 3, students will have developed a secure knowledge and understanding of the history of theatre, the periods, styles and genres, contextual influences, the key advancements and practitioners, and how all of these factors have changed the landscape of modern Theatre.

They will learn how to practically experiment with, apply, analyse and evaluate their theatrical devices and techniques. Students will know, understand and be able to use theatrical skills and elements of design, showing a practical understanding of how they integrate to create effective theatre for audiences. The Curriculum gives all students the knowledge and skills to be able to make important connections and draw comparisons and contrasts between a range of styles, genres, forms and conventions in drama. Students gain high quality opportunities to read, explore, discuss, perform, watch and respond to a range of ambitious plays, texts, articles, extracts and other resources.

The Key Stage 3 Curriculum gives students the knowledge, understanding and skills in making, performing and responding to Drama, to progress confidently to Key stage 4. If students do not study Drama as a Key stage 4 option subject, the curriculum will still give them transferable knowledge, skills and attributes for life.

Key Stage 4 Rationale and Sequencing (AQA GCSE Drama)

Examination Board Rationale

At St. Cuthbert's, students study the AQA Examination at Key stage 4 in Year 10 and 11. This exam board is the most robust, ensuring students have a deep and broad knowledge and understanding of play texts, styles, genres and conventions of Theatre. It allows a set text study of a choice of ambitious, yet accessible plays. The AQA specification prepares students thoroughly for A Level and further study in both Drama and Theatre Studies.

Year 10

Term 1 : Study of a set text - Blood Brothers

The Key stage 4 Curriculum begins with component 1, understanding drama as this unit is the foundation of all knowledge and skills in Drama and Theatre practices. It will give them a model of effective theatre for when they progress to devising drama and texts in practice. This component - understanding Drama - enables students to interleave knowledge, skills and understanding of all 3 components and prepares them confidently for further study. Study of a choice of 6 set texts is the basis of this component and the reasons for choosing Blood Brothers are as follows: The play is one of the most iconic modern British plays that explores a wide range of modern issues that students can relate to and will develop their cultural awareness and understanding of British history, society and culture -most of which has directly affected their lives today. The themes and context are relevant and relatable to our students and it is appropriate for all abilities due to it's realistic characters and more complex themes and issues. It presents challenge, depth and ambition through it's tragic elements, use of conventions and opportunities for design. Students study the play through reading, analysing the script, performing the play and interpreting roles and watching the play. At the end of term1 students will know the synopsis, characters time period, playwright, location and setting, and sequencing of key events from the plot. They will know what Britain was like in the late 20th century, social class of the characters, family structure and gender roles. They will explore the playwright, Willy Russell, form and genre, the structure of the play and style. Students will know mood and atmosphere is created. They will learn how to analyse stage directions, speech and language. Students will be able to explore and analyse the character and performance of key characters. They will know how to develop a character in performance that is appropriate to context and intentions. They will know the relationships, interactions and use of space for the characters. They will be able to describe, explain and justify their decisions.

Term 2 - Practical exploration of a set text: Blood Brothers

During term 2, students will explore the play practically, and show their knowledge and understanding through performing and responding to the play. In addition, Component 3 Texts in practice is also interleaved and assessed. Students will work collaboratively to generate, develop and communicate performance ideas. They will Develop a range of theatrical skills and apply them to create performances. They will begin to reflect on and evaluate their own performance work and that of others. At the end of term 2 students will know the status of characters, the use of space and physical skills and how lighting could contribute to mood. Students will know how to use proxemics and interact with each other. Students will know where symbolism is used. They will know how sound design could be used to create an atmosphere and foreshadow. Students will know how gesture and movement can be used to show mood and atmosphere. They will know how props, set and lighting could be used to reflect context. Students will know and understand he relationships development of Mickey and Linda. They will develop know how to use their physical skills to interpret this.

Students will know how dynamics, pace and volume can be used to create tension for the audience. Students will know how costume and sound could be used to show mood and atmosphere and show character development.

Term 3 - Devising

At the end of term 3 students will have progressed to component 2 - creating their own devised drama and will be able to draw on aspects of their Key stage 3 learning and Year 10 work on the set text to consolidate this. They will know and understand the process of devising and the skills required. Students will explore and analyse a range of various stimuli and know how to respond to it. Students will know how to create initial ideas in response to the stimulus chosen. Students will recall prior knowledge of practitioners such as Stanislavski, Brecht and Frantic Assembly and be able to use them to create effective drama. Students will know how to experiment with a range of practitioners and style to communicate their aims. Students will examine and know a wide range of factual information through research of their theme, stimulus and ideas. Students will know how to effectively use research to create and develop ideas for performance. Students will be able to identify their own aims and intentions and the aims and intentions of the group/ piece. Students will know how theatre conventions impact on their work, such as structure, style, rehearsal techniques and conventions.

Year 11

Term 1A - Devising

In year 11 students will complete their NEA devised theatre assessments. Students will build on preparation work in the previous year to develop an effective piece of drama for performance. At the end of this term students will know how to effectively use research to create and develop ideas for performance. Students will be able to identify their own aims and intentions and the aims and intentions of the group/ piece. Students will know how to employ character development techniques and will be able to explain their use of performance skills. Students will have a wide knowledge and understanding of theatrical devices and techniques. This knowledge and understanding of developing effective Theatre will be the foundation skills for the next component.

Term 1B - Response to live Theatre

In term 1B, students interleave their knowledge and understanding of how drama is developed and performed through analysis and evaluation of live Theatre. The rationale for teaching this in term 1B after the set text and devising is that students' prior knowledge on what contributes to successful theatre and how it is developed and performed gives students a better foundation to be able to use analysis and evaluation skills successfully. It is also due to the popularity of live and accessible professional Theatre in the winter. Students are offered numerous Theatre trips to support their understanding of live Theatre. The production chosen is updated annually in line with recent developments in popular Theatre. Students are also given access to Use of National Theatre and Digital Theatre + allow students to access a range of high quality and versatile sources of professional Theatre.

Term 2 - Texts in Practice

At the end of term 2 students will progress to component 3 - texts in practice. They will build on prior knowledge of a range of play texts and their features to be able to progress to realising 2 extracts from a chosen play. Students will know and understand their chosen plays context, plot and will know the text and dialogue they are performing. They will know and be able to interpret and perform a character as appropriate to the demands of the performance. They will know how to develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch;

emotional range; song and/or choral speaking. They will know how to develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement. Students will know how to develop an appropriate performer/audience relationship and ensure sustained engagement. Students will know how to adopt the latest safe working practices

Term 3 - Revision, Rehearsal and Examination

Term 3 is used for students to demonstrate their knowledge, understanding and theatrical skills in performance and examination of component 1 - understanding drama and component 3 - texts in practice. Students will revise and recall the set text *Blood Brothers*. They will re visit it through re reading the play and close analysis of key extracts. They will refine and rehearse their texts in practice for examination.

By the end of Key stage 4 all students will know, understand and be able to:

The Key stage 4 Curriculum aims to inspire creativity in students and provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will be able to make informed decisions about further learning and progression opportunities, apply knowledge and understanding when making, performing and responding to drama.

They will explore a range of performance texts understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. They will know and understand the characteristics of performance text(s) and dramatic work(s), including: genre; structure; character; form and style; language and stage directions They will develop a wider range of theatrical skills and apply them to create performances. Students will be able to work collaboratively to generate, develop and communicate ideas, and develop as creative, effective, independent and reflective students able to make informed choices in process and performance. Students will contribute as an individual to a theatrical performance and use their knowledge and understanding to reflect on and evaluate their own work and that of others. They will have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. Students will know and understand how meaning is interpreted and communicated through: performance conventions; use of performance space and spatial relationships on stage; relationships between performers and audience; the design of: set (including props), costume, lighting and sound ; actor's vocal and physical interpretation of character; the drama and theatre terminology used by theatre makers and how to use it appropriately. Students will acquire, develop and apply skills in: creating and communicating meaning and realising artistic intention, in a live theatre context for an audience, through: research; developing ideas; interpreting texts; devising; rehearsing; refining and amending work in progress; their contribution to the final performance; analysing and evaluating their own process of creating live theatre and analysis and evaluation of live theatre work of others.

Assessment in Drama

Assessment Rationale

The Assessment Criteria and Progress Objectives aim to provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

English National Curriculum

The Key Stage 3 Curriculum states that 'all pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.

1. Students should have opportunities to improvise, devise and script drama for one another and a range of audiences.
2. Students should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
3. Students should be able to rehearse, refine, share and respond thoughtfully to drama and theatre performances'.

Through the study of Drama, Students will be able to:

Apply their knowledge and understanding of performance genres, texts and styles, their social, cultural and historical context including the theatrical conventions of the period in which they were created when Making, Performing and Responding to drama.

Key Stage 3 Knowledge and Understanding of Drama will be demonstrated through the students' ability to:

1. Work collaboratively to generate, develop and communicate performance ideas **(M)**
2. Develop a range of theatrical skills and apply them to create performances **(P)**
3. Reflect on and evaluate their own performance work and that of others **(R)**

Key Stage 4 Knowledge and Understanding of how Drama and Theatre is developed and performed (A03) will be demonstrated through the students' ability to:

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO4: Analyse and evaluate their own work and the work of others.

Making

This area of assessment is focused on how you use your knowledge and understanding to go about making drama in lessons. Part of this focus is on how you interpret the text, style, practitioner or genre that you are given to create Drama from, as well as focusing on your ability to communicate your ideas and how you work to develop the ideas of others. Another part of the focus examines how you improve your drama before it is performed. It focuses on how you are developing a drama

that is for performance and you are focusing on the experience of the audience. It also looks at how you are using the key terminology for drama and how you use it to create a performance.

Performing

This area of assessment is focused on how you use your skills in performance. The first part of the assessment focuses on your ability and accuracy in using the key terminology in the lesson to create a performance, whether that is mask work, naturalism or Physical Theatre. The second part of the assessment focus is your ability to use a range of vocal and physical skills to portray a role and then to sustain that role throughout a performance. It also focuses on your ability to apply specific theatrical conventions to a performance.

Responding

This area of assessment is focused on how you respond to the drama that both you and others have made. This could range from your peers to professional, live theatre. One focus is on how you use key terminology to describe and explain your work and the work of others. Another is how you use that key terminology to analyse and evaluate what went well, why and suggest improvements of your own work and the work of others.

How is learning assessed in Drama?

Assessment of students' understanding focuses on metacognition strategies with a focus on students being able to 'create' something with the knowledge they have gained. Assessment is sequenced formatively in lessons through the following format: **Activate; Explain; Practise; Reflect; Review.**

- Student progress will be measured against our Progression Map. This can be found in students' Drama booklets, in the Drama section of the School website and displayed in classrooms.
- Feedback in Drama booklet will indicate what progress they are making against specific objectives and will indicate next steps in their learning.
- Key stage 3 students will be assessed at the end of each term with a Summative Key Assessment Task.
- Key stage 4 students are assessed at the end of each half term with a Key Assessment Task focusing on a particular component, Assessment objective or area of study.

Assessment Strategies in Drama

- A range of Questioning
- Peer assessment
- Self Assessment
- Review of Learning
- High challenge, low stakes testing
- The Big Write Task (1 per term)
- Summative Assessment: Key Assessment Tasks (1 per term at KS3 and 1 per half term at KS4)
- Activate; Explain; Practise; Reflect; Review