

Drama

Key Stage 3

Intent

The curriculum in Drama is designed to teach students a range of skills within acting and performance, plus transferrable skills including effective team work, time management and self-motivation. Lessons will allow for a gradual, supported development of skills and knowledge which will in turn increase confidence, independence and each student's ability to reflect on their own progress.

In Key Stage 3 students will participate in 3 projects per year through which they will study and explore a range of skills, techniques and genre including;

- Storytelling in performance
- Physical theatre
- Use of classical and modern texts
- Improvisation
- Devising
- Characterisation
- Responding to stimuli
- Slapstick comedy
- Basic stage combat
- Various performance styles and relevant practitioners including Realism, Epic Theatre and Theatre of Cruelty

Implementation

Key Stage 3 Drama is taught primarily through practical lessons, each beginning with a review of prior learning, leading into the introduction and modelling of key concepts, skills and terminology, followed by independent practice time when students apply and explore what they've learnt. Practical lessons will usually end with students sharing performance work from their independent practice and constructive feedback from peers and teachers.

Peer and teacher feedback is referred to and applied in subsequent lessons to encourage students to focus on progress and development of their skills. This also builds the critical thinking skills needed in Key Stage 4. Additionally, subject specific terminology is reinforced during these discussions along with embedding respect and acceptance of different opinions.

There will be minimal written work during years 7 and 8 to enable students to focus on developing confidence, trust and enjoyment in their creativity. Written elements will increase in year 9 in preparation for Key Stage 4 assessments. Writing tasks in Drama include reflective journals, evaluations and research tasks.

Impact

Focused and engaging learning opportunities will lead to students with an interest in performance and theatre choosing to take Drama as an examinable option in Key Stage 4. All students will gain a range of wider, transferrable skills which will support their personal development and learning in other subjects.

The skills, knowledge and terminology gained in Key Stage 3 will form the foundation for learning and development in Key Stage 4.

Key Stage 4

Intent

The Drama curriculum at Key Stage 4 is informed by the BTEC specification and assessment requirements.

In Year 10, students watch and analyse professional performances, carry out practical and theoretical research and present their findings. They also learn and apply rehearsal techniques and processes, resulting in a performance of extracts from published plays in front of an audience.

In Year 11, students learn and explore devised theatre techniques, purposes and processes in relation to different target audiences and briefs, culminating in an extended, independent devising project and performance. Students will also learn how to effectively analyse their own devising process and evaluate their performance.

Implementation

At Key Stage 4, timetabled lessons are used for different purposes, dependent upon different phases of the learning and assessment process as BTEC assessments are carried out during lesson time and are internally marked in Year 10 and externally marked in Year 11. Students are encouraged to become more independent and take more responsibility their learning and assessments.

During a learning phase, students are taught relevant skills and knowledge through classroom lessons and practical workshops. These begin with a review of prior learning, leading into the introduction and modelling of key concepts, skills and terminology, followed by independent practice time when students apply and explore what they've learnt. Formative assessment at this stage takes the form of sharing the results of practical tasks and group discussions with teacher and peer questioning to check learning and retention.

Students will learn the following;

Year 10

- Job roles, responsibilities, skills and techniques needed for different performance styles and theatre productions
- Similarities and differences in rehearsal processes for different performance styles
- How to work with a director and use a script effectively
- How to learn lines and blocking
- How to rehearse and maintain progress over an extended time period
- How to be reflective and evaluate their own progress/performance

Year 11

- Skills, techniques and processes for devising performance material
- Independent working skills
- Time and group management
- Analysing and responding to a brief

Once in an assessment phase, teacher input is reduced and students are required to complete practical and written tasks using the knowledge and skills they have gained from the learning phase. The teacher becomes the assessor and allows students to work independently on their assessment tasks which include;

Year 10 (internally assessed, externally moderated)

- Research journal
- Presentation or report
- Recorded rehearsals of 4 script extracts
- Actor's log book and evaluation
- 2 minute performance of a script extract

Year 11 (externally assessed)

- Ideas Log (600 words 1 hour exam conditions)
- Skills Log (600 words 1 hour exam conditions)
- Evaluation (600 words 1 hour exam conditions)
- 7-15 minute self-devised group performance

Impact

Students will achieve BTEC grades which reflect their commitment, skill development and knowledge retention as a result of structured, engaging and transparent learning opportunities and assessment practices which are rigorous and challenging.

Some students will go on to study performing arts as a single vocational subject in further education or as part of a broader suite of qualifications alongside other A-levels. All students will have examined and understood the cultural, social, historical and political context, and value, of theatre and performance which increases cultural capital for them as individuals and collectively.