



Drama Curriculum Information



INTENT

Overall

The world of Drama and Theatre is a pillar stone to the world that is Performing Arts. Drama is vital for communication and success in learning across all subjects and in the wider world; and our Drama curriculum reflects this. As our students journey through the Drama curriculum, they will learn to use Drama as a craft to question and challenge their perception of the world all while developing their emotional intelligence and how to express themselves with emotion and clarity.

Students will learn and develop the essential performance skills of communication, development of character, devising techniques, character and script analysis and ability to confidently apply a range of vocal and physical skills. In addition to these performance skills, our students will learn, develop and sharpen the essential skills of communication, creativity, collaboration, clarity of expression, autonomy, leadership and confidence.

Enrichment of the Whole Student

Communication:

Drama nurtures effective verbal and non-verbal communication skills, enabling students to express themselves clearly and confidently.

Creativity:

Through imaginative exploration and creative problem-solving, students will develop their ability to think innovatively and approach challenges with a fresh perspective.

Collaboration:

Drama fosters a collaborative spirit, as students work together in ensembles, share ideas, and support each other in achieving common goals.

Clarity of Expression:

Students will learn to articulate their thoughts and emotions with precision and clarity, both on and off the stage.

Autonomy:

Our curriculum encourages independent thinking and self-directed learning, empowering students to take ownership of their creative processes and projects.

Leadership:

By taking on various roles within theatrical productions, students will develop leadership skills, including decision-making, responsibility, and the ability to inspire and guide others.

Confidence:

Regular performance opportunities and constructive feedback will help students build self-assurance and resilience, preparing them to face any future challenges with poise.

By embedding these objectives into our Drama curriculum, we aim to produce well-rounded individuals who are not only proficient in Drama but also equipped with a versatile skill set that will serve them well in all areas of their lives.

Key Stage 3

Year 7:

In Year 7 the focus is on supporting our students to lay the foundations of collaboration, communication, creativity and expression through an introduction to the world of theatre. Students will develop a basic understanding of theatre, apply basic acting skills and techniques to communicate meaning along with an intro to development of written analysis and evaluation. The Year 7 Drama curriculum focuses on developing a love of creating, collaborating and excitement for Drama to lead them into Year 8.

Year 8:

With the foundation laid in Year 7, the focus in Year 8 is to challenge the students to question their perception of the world. The Year 8 curriculum expects the students to work at a higher level and develop their Drama skills to create and precisely communicate their ideas, whilst having the confidence to take their creativity, performance, communication and collaborative skills to the next level. Students will learn to analyse and evaluate more effectively.

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Year 9:

To bridge the gap between KS3 and KS4 we focus on developing the skills and knowledge to ready the students to either find success on the GCSE course and beyond, or, for those students who will finish their Drama journey at the end of KS3, they will leave having the skills to effectively communicate, express, collaborate and lead with an understanding appreciation for Theatre and Performance.

Key Stage 4

Our Key Stage 4 Drama curriculum is designed to support and prepare our students for their final assessments and for their roles as theatre makers, performers, and theatre critics. We aim to instil a lifelong love and appreciation of Drama beyond the classroom, enriching the whole student and equipping them with the necessary skills to be successful in their future endeavours, regardless of their chosen path.

Objectives

Preparation for Final Assessments:

We provide rigorous and comprehensive training to ensure that students are thoroughly prepared for their final assessments. This includes mastering various theatrical forms, techniques, and styles, and understanding the theoretical and practical aspects of Drama.

Development as Theatre Makers:

Students will explore the creative process of theatre-making, from conceptualisation to performance. They will engage in devising original works, adapting existing scripts, and experimenting with different theatrical conventions and methodologies.

Growth as Performers:

Our curriculum emphasises the development of performance skills, including voice, body, emotional expression, and stage presence. Students will have numerous opportunities to perform in front of different audiences (peers, family, examiners), building their confidence and honing their craft.

Cultivation of Critical Thinking:

As theatre critics, students will learn to analyse and evaluate dramatic works critically. They will study a set play (An Inspector Calls) as well as a range of live performances, understanding their historical, cultural, and social contexts, and developing their ability to articulate informed and insightful critiques.

IMPLEMENTATION

Analyse & Explore

In Drama, students analyse and explore a vast range of styles, practitioners and performances from Key Stage 3 all the way through to Key Stage 5. Through the exploration of different styles and practitioners students analyse performances (both professional and peer) to lay a foundation of knowledge and understanding before creating themselves.

Create & Develop

Applying their acquired knowledge and understanding, students are challenged to create their own pieces of theatre (devising from stimuli, creating their own interpretation of professional repertoire); then through the rehearsal process with the support of peer and teacher feedback students develop their own and peers' performance and overall piece of theatre. In Key Stage 3 this takes the shape of attempting to create character, with valid attempts at communicating a thought or emotion to the audience and using theatrical conventions and devising techniques. This then progresses to the creation of sophisticated characters, complicated relationships and challenging pieces of theatre in Key Stage 4 and 5.

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Share & Evaluate

Performance, audience feedback and evaluation are an imperative part of the creative process. Students regularly share their practical work to an audience, whether that be a peer or the whole class. With each performance, either live or watching their recorded performances back; students evaluate their own work and the work of their peers by focusing on characterisation, effective communication, application theatre style and techniques and audience interpretation. This evaluative work informs the students in the next phase of the creative process, improving their work and/ or applying their new knowledge to the next creative task.

Sequencing

The Drama curriculum is sequenced to prepare our students for two pathways: finishing their Drama education at the end of Year 9, or embarking on the GCSE course in Year 10, and the prospect of being an A Level Drama student in Year 12.

As a result of this, throughout the curriculum, students will develop their: **creating and developing skills, analysing and evaluation skills, and performance skills.**

For a more detailed outline of the curriculum's sequence click [here](#).

Assessment

Key Stage Three (Y7 to 9)

Assessment in Drama takes several forms that follows the natural cycle of learning that takes place in each scheme of learning.

Formative Assessment

Low stake knowledge recall quizzes: Each unit of work is supported by a knowledge organiser containing key vocabulary (skills, conventions and techniques) for the topic of learning as well as links to visual examples. These knowledge organisers are printed in their student booklet (used in lessons) and on their Drama Microsoft Teams. The students complete 2 low stake recall quizzes within a topic to demonstrate what they are learning as well as identifying their own areas of improvement, which are then addressed in lessons.

Summative Assessment

Students will complete two assessments for each unit of work: practical and written.

Practical assessment (performance): students share their work in front of an audience (peers) demonstrating the development of their skills and knowledge relevant to the style of theatre.

Written assessment (analyse and evaluate): in the lessons following a performance, students watch their performance back, analysing their use of performance skills and theatrical conventions focusing on their intentions and objectives.

Daily Verbal Feedback

Director Feedback (the teacher): In Drama, the teacher takes on the role of "Director" as the students are working independently in their groups bespoke and differentiated to the individual, and/or the group is offered.

Ensemble feedback (students): When working in groups, students take on the role of theatre makers in the devising and rehearsal process. Therefore, as they devise, rehearse and develop their piece, students are consistently providing evaluative feedback to either their group or themselves to successfully the rehearsals success criteria and objective.

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Ensemble feedback will also take the form of peer feedback when in rehearsals or non-assessed performances in which students provide focused positive and constructive feedback using the rehearsals success criteria and objective.

Key Stage Four (Y10 and 11)

Formative Assessment

Low stake knowledge recall quizzes: Each unit of work is supported by a knowledge organiser containing key vocabulary (skills, conventions and techniques) for the topic of learning as well as links to visual examples. These knowledge organisers are printed in their student booklet (used in lessons) and on their Drama Microsoft Teams. The students complete 2 low stake recall quizzes within a topic to demonstrate what they are learning as well as identifying their own areas of improvement, which are then addressed in lessons.

Dress rehearsal performances: As students prepare for a practical assessment (performance), there will be the opportunity for students to participate in and complete a dress-rehearsal (final practice before the assessment). Students will then receive director feedback from the teacher (a working at grade, if that performance was their assessment) with focused targets on how to get to the next level.

Summative Assessment:

Both, practical and written assessments are assessed against the Edexcel assessment criteria (see [link](#)). As we go through the GCSE course, there are assessment points that are marked against GCSE criteria.

Component 1 - Performance + written portfolio: This is internally marked, and then moderated by Edexcel.

Component 2 – Performance from text: This is externally marked by a visiting examiner who marks the students' live performance.

Component 3 – Theatre Makers in Practice: This is the written exam completed by students in the May/ June of Year 11, which is marked by external examiners.

Component	Practical/ Theory	% of grade	Year 10 or 11
Component 1	Practical = 12 to 15 minute devised performance Theory = 1500 to 2000 word portfolio	40% overall 10% = devised performance 30% = portfolio	Year 10 = performance (Summer) Year 11 = portfolio submission (Winter)
Component 2	Practical = 2 extracts from the same play (monologue to group of 6)	20% overall	Year 11 (Spring)
Component 3	Theory = An Inspector Calls: 45 marks exam (actor, director, design) Live Theatre Analysis: 15 marks (analyse and evaluate)	40% overall	Year 11 (Summer)

GCSE Specification: Edexcel Drama ([link here](#))

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Drama Curriculum Sequencing

Key Stage Three (Y7 to 9)

Year 7: Building the Drama foundations

Introduction to Storytelling	As an introduction to Drama, students work collaboratively as an ensemble to tell the stories of Anansi the Spider as they explore how to create theatre using theatrical conventions.
Greek Theatre	Building on their work as an ensemble, knowledge of choral techniques, students develop their vocal and physical acting skills and application of theatrical techniques through the lens of Greek Theatre.
Characterisation Skills	With a basic understanding of theatrical conventions, students turn their attention to developing their characterisation skills to communicate character, thoughts and emotions, while analysing characters and relationships in Shakespeare's A Midsummer Night's Dream.
Melodrama	Building on their storytelling and characterisation foundation, students focus on character portrayal and communication through the theatrical conventions and stock characters of Melodrama
Theatrical Conventions	Students pull together the skills and knowledge developed over the academic year, as they are introduced to devising theatrical conventions, to create their own interpretation of well-known stories.

Year 8: Deepening and Understanding Skills

Physical Theatre	Building on their knowledge and understanding from Year 7, students dive into the world of physical theatre and practitioner Frantic Assembly as they combine their non-verbal communication, characterisation and communication skills.
Ensemble Storytelling	students work collaboratively as an ensemble to tell the story of Queen Njinga: The Warrior Queen in the 17 th Century, as they explore how to use their voice and body, using choral techniques, physical theatre techniques and other theatrical conventions.
Characterisation Skills	Students focus on characterisation and acting skills to communicate character, emotions, thoughts and relationships on stage as they explore scenes from a play.
Text in Performance	Students deepen their understanding of Shakespeare's tragedy Romeo and Juliet, focusing on bringing the famous characters to life utilising their interpretation and characterisation skills deepening understanding and appreciation of theatre and drama.
Verbatim Theatre	Through the exploration of Verbatim Theatre, students hold a mirror up to society and look to create theatre inspired by real life events. Students bring together their verbal and non-verbal communication skills, collaboration skills, characterisation and performance skills, and knowledge of theatrical conventions to devise and perform a piece of theatre.

Year 9: Bridging to Key Stage Four

Theatre in Education	Students explore how theatre is used to educate communities on social, cultural and personal issues, as well as helping our students to understand and foster a sense of social responsibility and awareness.
Introduction to Stanislavski and Naturalism	To deepen their understanding and characterisation skills, students explore their first practitioner: Stanislavski, and his techniques to perform

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	naturalistically. Students will demonstrate their skills and knowledge as they perform extracts from selected plays.
Live Theatre Analysis	Students watch a recorded professional production, and learn how analyse and evaluate the acting and lighting effects as a taster of the written aspect of the GCSE course.
Introduction to Brecht and Epic Theatre	Building on their knowledge of naturalism, and theatrical conventions developed over Key Stage Three, students explore the work of Brecht and his style: Epic Theatre – a thought provoking and challenging form of theatre.
Devising Political Fairy tales	In the final term of Key Stage Three, students bring together all of their knowledge and skills development from the last three years and devise a piece of theatre in which they reimagine a fairy tale through a modern and social lens.

Key Stage Four (Year 10 and 11)

Year 10

An Inspector Calls (Component 3)	Component 3: Bringing Texts to Life; in the summer of Year 11 students through a written response will apply their Drama Skills on how a play should be brought to life through the POV of a Director, Actor and Creative Team (Lighting, Sound, Costume, Set). In this unit, students will study the text from all different perspectives both practically and focusing on the exam style written responses.
Live Theatre Analysis (Component 1)	As well as the set play, students need to analyse and evaluate a live professional production. Therefore, Students go to the theatre to watch a professional production as they analyse and evaluate it from an acting, design and director perspective.
Devised Theatre (Component 1)	Students continue their development of knowledge and use of devising techniques and theatrical conventions as they explore a range of practitioners and styles. Then, in groups they respond to various stimuli before devising their own piece of theatre. Students go through the final stages of the rehearsal process, before sharing their work to an audience (this is marked/moderated as part of their course and is worth 10% of their overall grade).

Year 11

Devised Theatre (Component 1)	Students will complete written portfolio (1500-to-2000-word essay) analysing and evaluating the devising and rehearsal process, as well as the final performance. This portfolio is marked internally and moderated externally, and is worth 30% of their overall grade.
Performance from a text (Component 2)	Students are cast as characters in two extracts from the same play. Students apply the skills they have developed over the 5 years as they navigate themselves through the rehearsal process to get their performance from a text to the best possible standard before sharing their performance to a live audience and examiner. This is worth 20% of their overall grade.
An Inspector Calls and Live Theatre Analysis (Component 3)	Students revisit An Inspector Calls focusing on specific analytical and evaluative elements. Students will attend a live professional performance, making notes (which they take into their exam) as they prepare to analyse and evaluate it in their final written exam. The final written exam is worth 40% of their overall grade.