

—Drama Subject Rope

Communicating through performance whilst empowering students to explore the world with empathy, creativity and confidence.



Statement of Intent

Our curriculum is designed to provide a **layering of skills over time** and encourage the **development of the students' critical facility** allowing them to progress towards becoming **reflective, independent and self-directing learners** and human beings.

The curriculum at KS3 prepares students for KS4 by developing the skills required for performing devised and scripted work and evaluating and analysing their own performance and that of others. The drama experiences of students at KS2 can be vastly different, so the curriculum is designed with the assumption that students may have had no previous experience, but equally with the flexibility to allow students with more experience to flourish.

Essentially, the content of the three year year KS3 programme follows a similar pattern in Year 7, Year 8 and Year 9; using **skills to communicate meaning**, working with the **language of scripts** and **creating stories through devising**. In Year 7, the learning is teacher-led and provides the students with the building blocks required for all dramatic performance, with texts and stimuli chosen for accessibility and maximum engagement. In Year 8, the level of difficulty increases in terms of the stimuli and texts chosen from the canon of dramatic literature. The genres studied require more of a reflection on the wider world. The application of the basic skills and techniques is more precise and assured, and the level of independence expected from the students also increases. This increases again at year 9 with more precise links to the GCSE curriculum.


Mastery of the subject emerges over time through the experience of each successive performance. Re-teach happens as an inherent and embedded part of the subject. For example, throughout the rehearsal process, students respond immediately to live feedback to reflect on and refine their performances before their final assessment. While a particular final performance will *not* be explicitly revisited, the skills used in that performance *will be* explicitly revisited in the following project.

We want our students to become creatives who are **passionate and enthusiastic** but who feel that Drama is **enjoyable AND challenging**. They will have **high expectations** of the quality of their work and show that they understand the value of written evaluation and analysis as a way of developing their skills as a performer. We want our students to have a **positive attitude** towards the subject; an understanding that Drama is not just 'fun' but requires discipline. An understanding of the transferable skills that Drama provides, even for those who haven't opted for the subject at KS4. These skills are for life – **building relationships, a sense of place, effective communication and self-agency**.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11 GCSE Pathway (Sept 2024)	<p>Component 3 Actual C3 rehearsal. Scripts allocated. Rehearsal process begins</p>	<p>Actual C3 continued. Rehearsal.</p> <p>Assessment: C3 Performance by end of Term 2/3.</p> <p>C3-Holistic/final /40 for Data Drop However if Academies want students to sit mock/PPE in the C1 this can be done however won't be a part of the Data drop)</p>	<p>Exam: C3 Performance by end of Term 2/3.</p> <p>Component 1</p> <p>Introduction to Section C- Live Theatre performance Analyse and evaluate a piece of theatre. Begin answering exam questions.</p> <p>C1 intensive revision.</p> <p>Assessment: Section A & B</p>	<p>CLF Formal Mock (3) C1 Exam Sections A, B and C</p> <p>C1 intensive revision.</p> <p>Assessment: Section A & B</p>	<p>C1 intensive revision.</p> <p>Assessment: Final C1 written exam (Mid-May)</p>	
Year 10 GCSE Pathway (September 2024)	<p>Induction Unit- Practitioners & Scripted Scenes which support the work of practitioners</p> <p>Exploring Devising Stimuli</p> <p>Exploring Response to stimuli (C2 SECTION 1 PREP)</p> <p>Section A</p>	<p>Component 2</p> <p>Introduction to chosen stimulus for final performance</p> <p>Development & collaboration of performance. Blocking and/or script writing</p> <p>Exploring Development & Collaboration (C2 SECTION 2 PREP)</p> <p>Assessment: Interim Component 2 Devised theatre performance (holistic)</p> <p>Section A</p>	<p>Component 2</p> <p>Refinement of Devised Performance</p> <p>Final Performance of Component 2</p> <p>Analysis & Evaluation (C2 SECTION 3 PREP)</p> <p>Section A (Retrieval)</p>	<p>Component 2</p> <p>Devising Log-Final Draft (over the term 1/3 of lessons)</p> <p>Component 1-Section B Set Text Exploration (2/3 of lessons)</p> <p>Section A (Retrieval)</p>	<p>Component 1. Revision of Sections A and B</p> <p>Section A (Retrieval)</p>	<p>CLF Formal Mock (1) C1 exam: Sections A and B (4,8,12,markers)</p> <p>Introduction to Component 3-Extracts to selected for final performance</p> <p>Section A (Retrieval)</p>
Year 11 BTEC Pathway (2021 old Spec)	<p>Component 2: Developing skills and techniques in the performing arts</p> <p>Assessment: Student participation in workshops *no need for logbooks due to COVID alterations</p>	<p>Component 2: Developing skills and techniques in the performing arts</p> <p>Assessment: Student performance. *no need for logbooks due to the COVID alterations</p>	<p>Component 3: External exam: Responding to a brief</p> <p>Devising –stimulus released in January</p> <p>Assessment:</p>	<p>Component 3: Responding to brief final</p> <p>Exam: 3 hour written reflections on the devised work</p>	<p>Component 3: Responding to brief final</p> <p>Exam: 3 hour written reflections on the devised work</p>	



			Mock written exam reflections and mock response to previous paper	8hour exam on creating a piece of original drama in response to brief. Submission BEFORE May 5 th usually.	8hour exam on creating a piece of original drama in response to brief. Submission BEFORE May 5 th usually.	
Year 10 BTEC Pathway (First teaching September 2022 –new spec)	Introduction to unit (continue work from Y9) Roles and responsibilities and looking at Style Start Component 1: Exploring the Performing arts Looking at 3 plays minimum	Component 1: Exploring the performing arts Exploring play through workshops and discussion-based classwork Assessment released 1st Dec	Component 1: Exploring the performing arts Exploring play through workshops and discussion-based classwork Assessment: Creating a portfolio for ONE play –video clips, audio recordings, blog, scrapbook, PP	Component 1: Exploring the performing arts FINAL Exploring play through workshops and discussion-based classwork Assessment: Submission by 1st May	Component 2: Developing skills and techniques in the Performing Arts Exploring different scripts with character exploration workshops Assessment: Practice written reviews	Component 2: Developing skills and techniques in the performing arts Exploring different scripts with character exploration workshops Assessment: Practice written reviews Assessment released: 1st Sept
Year 10 EDUQAS (Sept 2024)	Eduqas Introduction to Drama and Unit 2: Task 1 Practical workshops Introduction to Devising Stimulus/Repertoire Practitioner influence chosen	UNIT 2: Internal Unit Task 2 Rehearsal Rehearsal Log	Unit 2: Internal Unit Tasks 2 Rehearsal Rehearsal Log	Unit 2: Internal Unit Tasks 3-4 Practical Performance Written evaluation	Unit 1: Internal Unit Task 1 and 2 Select text choices and groupings Research play and playwright Create rehearsal schedule and begin rehearsals Rehearsal log	Unit 1: Internal Unit Tasks 2 (3) Rehearsal log Rehearsal Potential for practical performance before end of Term 6 dependant on missed lessons (work experience, mocks etc) Otherwise, students' need to be off-script and have a final rehearsal filmed before the end of this term
Year 9 Assessment	DOYA – Performance End of Block 10		DOYA Section B Block 12			
Year 9 What knots are tied by the end of Year 9?  (First teaching Sept 2022)	Exploring Practitioners	Exploring Practitioners continued Assessment: Group performance DOOYA MCQ style questions	Exploration of Set Text	Set Text Section B-Describe, Explain, Analyse Set Text. Assessment: Section B Style Questions	Devising from a stimulus	Exploration of KS3 Unit of teacher's choice. I.E Genre, Devising, Practitioners, Shakespeare.



						Both Performance & Written work allowed.
Year 7 & 8 DOYA Units/Assessment	Year 7 DOYA – Performance End of Block 1 MCQ style questions	Year 7 DOYA Live Theatre Evaluation End of Block 4	Year 8 DOYA- Performance Block 5 MCQ style questions New listening MCQ (Year 8)	Year 8 DOYA EVALUATION Block 7		
Year 8 (First teaching Sept 2022)	Voice	Voice continued Practical assessment Assessment: Group performances- DOOYA MCQ Style Quiz on Voice	Scripted extracts including Shakespeare	Scripted extracts including Shakespeare continued	Evaluation Assessment Written Assessment of Scripted Performance	Devising from Stimuli
Year 7 (First teaching Sept 2022)	Technique Toolkit	Technique Toolkit continued Assessment: Practical assessment on Toolkit-DOOYA MCQ Style Quiz on Toolkit	Script and Character	Script and Character continued.	Live Theatre Evaluation continued Assessment: Live Theatre Evaluation	Genre

