

Drama CURRICULUM OVERVIEW

Intent

Summary of curriculum intent

Our aim for our Drama curriculum is to provide students with the knowledge and skills required to prepare them for the next key stage of Drama alongside developing student's transferrable skills such as communication, group work, analysis, evaluation, and creativity. The KS3 curriculum is modelled on the GCSE Drama specification, providing opportunities for students to learn about Component 1 Understanding Drama, Component 2 - Devised Performance and Component 3 – Text in Performance.

The Year 9 curriculum explores these components with more depth and provides opportunities for students to be assessed with the weightings of the GCSE specification to ensure that if they select it as a GCSE option, they have a clear understanding of the four assessment objectives they will be assessed on.

The QA focus and weightings are reflective of the GCSE specification (with an increased focus on the written assessments and exams).

Assessment objectives in Drama throughout Year 7-11:

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

AO2: Apply theatre skills to realise creative intentions in live performance

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

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

Implementation

Key principles of unit planning:

Content knowledge is built upon using a layered approach, with the assessment objectives taught and built upon at each key stage, developing in depth and breadth as students' progress to the next key stage. At the next key stage, components and assessment objectives are revisited and built upon with greater detail and complexity. Each QA will focus on one of the three key components and the QA will assess a student using one or two of the assessment objectives. Lessons work progressively through the set objectives for each component, with multiple checkpoints for teachers and students to reflect on their knowledge and skills gained and allowing teachers to adapt as necessary. Both Drama skills and a wide range of transferable learning skills are developed within our curriculum and the complexity in both the lesson content and the QA increases in challenge as students' progress to the next level. Literacy is developed through systematic use of writing frames, explicit teaching of keywords and subject specific vocabulary, use of key word glossaries and exam command word support resources.

Impact

Key assessment principles:

- Component 1: Regular low stakes testing of subject specific vocabulary through weekly peer-marked tests in preparation for the Component 1 written exam. Provide students with detailed feedback following written exams, ensuring they use exemplars and assessment grids to improve their answers.
- Component 2: ensuring students complete a working logbook which documents their ideas in the devising process. Providing students with regular opportunities to refine their logs and to be given general feedback as fits with the NEA requirements.
- Component 3: regular practical mock exams of any Component 3 work with opportunities for self, peer and teacher feedback to ensure continual improvement.