

TCEAT Curriculum & Assessment Overview: *Drama*



Course description and overarching aims (Intent)

The Drama curriculum enables students to develop as creative, reflective and collaborative theatre-makers, in line with the Pearson Edexcel GCSE Drama specification (1DR0). Students learn to create, perform and evaluate drama, gaining both practical and analytical understanding of theatre.

Across KS3 and KS4, students explore how meaning is communicated to an audience through performance creation, design and interpretation of texts, developing the knowledge, skills and confidence to work as performers, directors, designers, and informed theatre critics. As well as equipping students with the knowledge and skills required to prepare them for further study in Drama and Theatre, transferrable skills such as communication, group work, creative thinking, problem-solving, analysis and evaluation are also developed.

The KS3 curriculum is modelled on the GCSE Drama specification, providing opportunities for students to learn how to devise performances, how to create a performance from a dramatic text, as well as learning about the work of different theatre makers and different styles of performance. Students are assessed practically as well as in written evaluative work. 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 curriculum is designed to:

- develop students' ability to **create and communicate meaning through performance** (AO1, AO2)
- build secure knowledge of **how drama is constructed and how theatre is practised** (AO3)
- enable students to **analyse and evaluate their own work and the work of others** (AO4)

Students learn through a balance of:

- **practical exploration** (devising and scripted performance)
- **explicit teaching of dramatic techniques and conventions**
- **structured reflection and evaluation**

At KS4, the curriculum prepares students for the three GCSE components:

- **Component 1: Devising** – creating and evaluating original performance from a stimulus (40%) – assessed in Year 10
- **Component 2: Performance from Text** – performing/designing extracts from a script (20%)

- **Component 3: Theatre Makers in Practice** – written exam on a set text and live theatre (40%)

By the end of the course, successful students will be able to:

- contribute confidently to performances
- make informed artistic choices as performers, directors or designers
- analyse and evaluate drama using precise subject terminology
- understand how theatre communicates meaning to an audience
- articulate how social/historic context impacts artistic intentions and choices

Curriculum model overview (Implementation)

How is our curriculum planned and why:

The Drama curriculum is structured around a spiral model, in which students revisit key theatrical concepts and skills with increasing complexity from Year 7 to Year 11. This ensures that knowledge and performance skills are securely embedded, practised and refined over time, preparing students for the demands of GCSE assessment and beyond.

Each Quarterly Assessment (QA) will focus on at least 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 through the course. 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.

Drama Skills	Transferable learning skills
Devising individual or group performances	Critical thinking and problem solving
Analysing and evaluating theatrical performances	Time management
Utilising appropriate performance skills and understanding their impact	Analytical and research skills
Understanding and exploring different styles of theatre throughout history	Teamwork and leadership skills
Learn how to confidently read, analyse and interpret scripts	Literacy and oracy
Act as a performer, director, designer and theatre critic	Confidence in public speaking/performing
Utilise appropriate drama terminology	Increased cultural capital

Creating a character	
Communicating with the audience and other performers	

Teaching follows the Trust's direct instruction model, adapted for a practical subject:

- **Explicit modelling** of performance and rehearsal processes
- **Guided practice** (e.g. teacher-led exploration, structured improvisation)
- **Independent application** (rehearsal, performance, evaluation)
- **Frequent AfL** using questioning, performance feedback and live modelling

At KS3, students are introduced to the core building blocks of drama, including:

- use of performance skills and stage space
- aspects of characterisation and performance conventions
- devising from stimuli
- ensemble work and collaboration
- analysis and evaluation of peer and individual performances

At KS4, the curriculum is explicitly structured around the three GCSE components:

- **Devising (Component 1)** – creating, developing and evaluating original work
- **Performance from Text (Component 2)** – interpreting and performing scripted extracts
- **Theatre Makers in Practice (Component 3)** – analysing texts and evaluating live theatre

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.

TCEAT schools enter students for the [Pearson Edexcel GCSE Drama](#) qualification (1DR0).

This has Qualification Number 601/8491/7.

Each GCSE component has its own assessment structure.

Component	Overall proportion of Assessment Objectives assessed				Method of assessment	Weighting
	AO1	AO2	AO3	AO4		
Component 1: Devising	20%	10%		10%	Create and develop a devised piece from a stimulus. Performance of this devised piece or design realisation for this performance. Analyse and evaluate the devising process and performance. Portfolio covering the creating and developing process, and analysis and evaluation. (45 marks) Devised performance/design realisation (15 marks) <i>Internally assessed and externally moderated.</i> <i>This component is completed during Year 10.</i>	40%
Component 2: Performance from Text		20%			Perform in and/or design for two key extracts from a performance text (48 marks) <i>Externally assessed performance(s) either by visiting examiner, or recorded live performance.</i>	20%
Component 3: Theatre Makers in Practice			30%	10%	Written exam in two sections: Section A: Bringing Texts to Life (45 marks) <i>Questions based on the practical exploration and study of a performance text.</i> Section B: Live Theatre evaluation (15 marks) <i>Analyse and evaluate a live theatre performance.</i>	40%

Regular practical work, including mock exams for Components 1 and 2, ensure that students receive regular feedback as their performances develop. The course includes a mixture of individual and group performance with opportunities for self, peer and teacher review/feedback ahead of final performances.

In addition, students are supported to develop their written work by:

- **Component 1:** Students complete a devising portfolio which documents the development of their ideas in the devising process. Students have regular opportunities to write portfolio sections under supervision, with the teacher providing feedback on a draft before students complete their final version.
- **Component 3:** Regular low stakes testing of subject specific vocabulary through regular peer-marked tests/sample questions in preparation for the Component 3 written exam. Quarterly assessments provide additional practice and teacher-marked feedback.

Lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3-4. These allow students to have a high ownership of their learning and a sense of purposeful progression. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Example (Yr 7)

LESSON OUTCOMES	
Bronze:	To explain how your character is feeling in your extract
Silver:	To annotate your script with the performance skills you will use to show your audience how your character is feeling
Gold:	To successfully rehearse your extract, applying your chosen performance skills

Drama is usually taught in mixed-ability groups at both KS3 and KS4. All students take Drama in Years 7-8, and it is available as an elective choice for students in Year 9, and an option subject in Years 10-11.

Knowledge:

Substantive knowledge

*Substantive knowledge in Drama refers to the **core content, concepts and conventions** that students must know in order to create, perform and evaluate theatre.*

Across KS3 and KS4, this includes:

- **Foundational dramatic elements** (e.g. role, character, relationships, narration, physical theatre, use of space, staging)
- **Elements of performance** (voice: clarity, pace, pitch; physicality: gesture, movement, proxemics; characterisation)
- **Theatrical forms, styles and genres** (e.g. naturalism, physical theatre, comedy, tragedy, ensemble theatre)
- **Structure and form of drama** (e.g. narrative, plot, tension, contrast, audience impact)
- **Production elements** (lighting, sound, set, costume) and how these communicate meaning
- **Performance texts** including knowledge of plot, character, themes and structure
- **Social, cultural and historical context** so students understand how performances are shaped by and respond to their context

This knowledge underpins all aspects of the GCSE course, where students must **apply their understanding in practical and written contexts**.

Disciplinary knowledge

*Disciplinary knowledge in Drama refers to **how students think and work as theatre-makers, performers and evaluators**.*

Students learn to:

- **Create and develop ideas for performance (AO1)**
 - respond to stimuli
 - generate and refine performance ideas
 - actively engage in devising exercises
 - collaborate to shape dramatic work
- **Apply theatrical skills in performance (AO2)**
 - use voice and physical skills to communicate meaning
 - create character and relationships
 - realise artistic intentions in performance or design
 - show an understanding of style and genre
- **Interpret and understand performance texts (AO3)**
 - analyse how meaning is constructed in a script
 - understand how texts can be realised in performance
 - explore staging, design and directorial choices
- **Analyse and evaluate drama (AO4)**
 - analyse and evaluate their own work and the work of others
 - explain and justify creative decisions
 - assess the effectiveness of a performance and the impact on an audience

These disciplinary processes reflect the structure of the GCSE specification and are developed progressively from KS3 to KS4.

Disciplinary literacy

*Drama literacy focuses on students' ability to **communicate ideas clearly using subject-specific vocabulary**, both orally and in writing.*

Students develop the ability to:

- use **precise drama terminology** (e.g. “proxemics”, “tension”, “character motivation”)
- describe and explain **theatrical choices and their impact on the audience**
- analyse extracts using **structured written responses**
- evaluate creative choices using **clear, extended explanations**

Literacy is explicitly taught through:

- **model responses and sentence scaffolds** (linked to the Art of the Sentence)

- **text-dependent questions** when studying scripts
- **structured speaking tasks** (paired and whole-class discussion)
- **guided written evaluation tasks**

This ensures students can meet the demands of extended written responses in the GCSE exam, particularly for **analysis of set texts and live theatre evaluation**.

Curriculum plan:

Year 7			
Quarter	Unit	Content/Skills developed/assessed	Quarterly Assessment
Q1 Autumn 1	Unit 1: Introduction to Drama <i>Students are introduced to the foundations of drama through improvisation and role play. They will devise a small group performance to showcase the skills they have learnt.</i>	Component 1: Devising • Communication • Performance skills • Improvisation	<i>Students receive feedback on their devised performances.</i> <i>There are no formal Q1 assessment grades for Drama on the Year 7 Q1 gradesheet.</i>
Q2 Autumn 2	Unit 2: Ernie's Incredible Illucinations <i>Students complete a performance from the script Ernie's Incredible Illucinations applying the performance skills they have previously learnt.</i>	Component 2: Performance from Text • Learn how to confidently read, analyse and interpret scripts • Utilising appropriate performance skills and understanding their impacts • Creating a character • Communicating with the audience and other performers	Students will be individually assessed through their contribution to a group performance of a chosen extract from the script. <i>Grades range from 1- to 6-.</i>
Q3 Spring 1 Spring 2	Unit 3: Slapstick Comedy <i>Students devise a slapstick comedy performance in groups and focus on learning and utilising physical skills effectively.</i>	Component 1: Devising • Understanding and exploring different styles of theatre throughout history • Devising individual or group performances • Utilising appropriate performance skills and understanding their impact • Communicating with the audience and other performers	Students will be individually assessed through their contribution to a group performance of a chosen extract from the script. <i>Grades range from 1- to 6-.</i> This grade will form 50% of the overall Year 7 Drama grade at Q4
Q4 Summer 1 Summer 2	Unit 4: Theatre Makers in Practice <i>Students study a world war 2 period play learning how to act as an actor, director and designer through both written and practical exploration studying design elements and context.</i> <i>Text choices include Blue Remembered Hills and Lifeboat.</i>	Component 3: Theatre Makers in Practice • Act as a performer, director, designer and theatre critic • Utilise appropriate drama terminology • Understanding and exploring different styles of theatre throughout history • Learn how to confidently read, analyse and interpret scripts • Utilising appropriate performance skills and understanding their impact	Written assessment in Q4 assessment week (out of 45) Students receive a grade (from 1- to 6) for this assessment. <i>The overall Year 7 Drama grade is 50% from the Q3 practical performance and 50% from the Q4 written assessment.</i>

Year 8			
Quarter	Unit	Content/Skills developed/assessed	Quarterly Assessment
Q1-Q2 Autumn	Unit 1: Blood Brothers <i>Students study the musical Blood Brothers continuing to develop their skills as an actor, director and designer. This includes both written and practical exploration studying design elements and context.</i>	Component 3: Theatre Makers in Practice • Act as a performer, director, designer and theatre critic • Utilise appropriate drama terminology • Understanding and exploring different styles of theatre throughout history • Learn how to confidently read, analyse and interpret scripts • Utilising appropriate performance skills and understanding their impact	Written assessment in Q2 assessment week (out of 50) Students receive a grade (from 1- to 7-) for this assessment.
Q3 Spring 1 Spring 2	Unit 3: Scripted Performance <i>Students complete a performance from a chosen script applying the performance skills they have previously learnt. Text choices include: The Boy With Two Hearts, Much Ado About Nothing, Alota-Chocolata</i>	Component 2: Performance from Text • Learn how to confidently read, analyse and interpret scripts • Utilising appropriate performance skills and understanding their impacts • Creating a character • Communicating with the audience and other performers	Students will be individually assessed through their contribution to a group performance of a chosen extract from the script. <i>Grades range from 1- to 7-.</i>
Q4 Summer 1 Summer 2	Unit 4: Exploring Genre <i>Students devised a piece of theatre using the conventions of their chosen genre. Students also develop their written analytical skills of a performance.</i>	Component 1: Devising • Understanding and exploring different styles of theatre throughout history • Devising individual or group performances • Utilising appropriate performance skills and understanding their impact • Communicating with the audience and other performers	Students will be individually assessed through their contribution to a group devised performance. Students also submit an evaluative written task. <i>The overall Q4 grade for Year 8 Drama will be a combination of written and practical performance grades.</i>

Year 9			
Quarter	Unit	Content/Skills developed/assessed	Quarterly Assessment
Q1 Autumn 1	Unit 1: Frantic Assembly <i>Students are introduced to the theatre practitioners Frantic Assembly and their use of physical theatre techniques. They will devise a small group performance to showcase the skills they have learnt.</i>	Component 1: Devising - Devising individual or group performances - Understanding and exploring different styles of theatre throughout history - Utilising appropriate performance skills and understanding their impact	<i>Students receive feedback on their devised performances.</i> <i>There are no formal Q1 assessment grades for Drama on the Year 9 Q1 gradesheet.</i>
Q2 Autumn 2	Unit 2: DNA (Stanislavski) <i>Students study the play DNA through the practitioner Stanislavski, continuing to develop their skills as an actor, director and designer. This includes both written and practical exploration studying design elements and context.</i>	Component 3: Theatre Makers in Practice - Act as a performer, director, designer and theatre critic - Utilise appropriate drama terminology - Understanding and exploring different styles of theatre throughout history - Learn how to confidently read, analyse and interpret scripts - Utilising appropriate performance skills and understanding their impact	Written assessment in Q2 assessment week (out of 35) Students receive a grade (from 1- to 7+) for this assessment. <i>The assessment will include:</i> <i>Choices as an actor</i> <i>Choices as a director</i> <i>Performance skills</i> <i>Design elements</i>
Q3 Spring 1 Spring 2	Unit 3: Devised – Brecht <i>Students are introduced to the theatre practitioner Brecht and his use of Epic Theatre techniques. They will devise a group performance to showcase the skills they have learnt.</i>	Component 1: Devising - Devising individual or group performances - Understanding and exploring different styles of theatre throughout history - Utilising appropriate performance skills and understanding their impact	Students will be individually assessed through their contribution to a group performance of a chosen extract from the script. <i>Grades range from 1- to 7+.</i> <i>The overall Year 9 Drama Q3 grade is 50% from the Q3 practical performance and 50% from the Q2 written assessment.</i>

Year 9			
Quarter	Unit	Content/Skills developed/assessed	Quarterly Assessment
Q4 Summer 1 Summer 2	Unit 4: Scripted Plays – Teen Life <i>Students complete a performance from a chosen script applying the performance skills they have previously learnt.</i> <i>Text choices include: Our Generation, Teechers</i> <i>Students develop their written (component 3) skills throughout this unit.</i>	Component 2: Performance from Text • Learn how to confidently read, analyse and interpret scripts • Utilising appropriate performance skills and understanding their impacts • Creating a character • Communicating with the audience and other performers Component 3: Theatre Makers in Practice • Act as a performer, director and designer • Utilise appropriate drama terminology • Understanding and exploring different styles of theatre throughout history • Learn how to confidently read, analyse and interpret scripts • Utilising appropriate performance skills and understanding their impact	Written assessment + Performance assessment Written assessment in Q4 assessment week (out of 28) Students will also be individually assessed through their contribution to a group performance of a chosen extract from the script. The overall Year 9 Drama Q4 grade is 50% from the Q4 practical, and 50% from the Q4 written paper. <i>Grades range from 1- to 7+.</i>

Year 10			
Quarter	Unit	Content/Skills developed/assessed	Quarterly Assessment
Q1 Autumn 1	Component 3: Introducing 1984 <i>Students are introduced to the play 1984. They read and analyse the play, studying the key characters, themes, context and events.</i>	C3: Theatre Makers in Practice 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.	Q1 quiz based on study of 1984 (out of 30) (10 marks on context + 4, 4, 6, 6 mark questions)
Q2 Autumn 2	Component 3: Performing 1984 <i>Students continue to study 1984, applying their knowledge to performance skills and direction.</i>	C3: Theatre Makers in Practice 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.	Q2 written assessment (out of 30) (8 marks on context + 4, 6, and 12 mark question)
Q3 Spring 1 Spring 2	Component 1: Introduction to Devising <i>Students are introduced to stimuli and begin the exploration, development, rehearsal and creation of a piece of devised theatre based on a theatre practitioner. This is an assessed piece as part of the final GCSE grade. As well as the performance, this process is analysed and evaluated through a series of written portfolio questions. The final performance time will be agreed at each school according to the availability of performance spaces and technical support.</i>	C1: Devising AO1: Create and develop ideas to communicate meaning for theatrical performance AO2: Apply theatre skills to realise creative intentions in live performance AO4: Analyse and evaluate their own work and the work of others.	Component 1 assessment (so far): • Complete devised performance (out of 15) • AO1 components of draft devised portfolio (first 4 questions) (out of 30)
Q4 Summer 1 Summer 2	<i>Performances and portfolio work for Component 1 will continue during Q4.</i> Component 3: Designing 1984 <i>Students continue to study 1984, applying their knowledge of production elements and design skills to produce a scene. This also supports their first attempt at a live theatre review.</i>	C1: Devising and C3 Theatre Makers in Practice 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.	Component 1: <i>During Year 10, students complete their final GCSE Component 1 performances and portfolio.</i> Devised performance (out of 15) Devised portfolio (out of 45) Q4 written assessment (out of 60) – 1hr 45mins 1984 (4, 6, 9, 12, 14 mark questions) Live Theatre Evaluation (15 marks)

Year 11			
Quarter	Unit	Content/Skills developed/assessed	Quarterly Assessment
Q1 Autumn 1	Component 2: Scripted <i>Students begin preparations to analyse and perform their component 2 script. Scripts will vary and are approved by the exam board each year. Students perform two scenes in front of an external examiner during Year 11. The timings of these performances (and the preparation ahead of these) will vary depending on examiner availability.</i>	Component 2: Scripted AO2: Apply theatre skills to realise creative intentions in live performance	The Q1 assessment will be a practical assessment based on the work so far on Component 2 (out of 24). The overall Q1 grade will be based on: • C1: Devising performance and portfolio (Year 10) – 50% • C2: Practical performance (Yr 11 Q1) – 50%
Q2 Autumn 2	Component 3: 1984 <i>Students studied 1984 during Year 10. This half term, students complete a structured revision programme to revise this component.</i>	Component 3: Theatre Makers in Practice 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.	Q2 written assessment <i>Full C3 exam (60 marks)</i> The overall Q2 grade will be based on: • C1: Devising performance and portfolio (Year 10) – 50% • C3: Q2 written exam – 50%
Q3 Spring 1 Spring 2	Component 2: Scripted <i>Students continue their preparations to perform their Component 2 Scripted performances. Students will then perform two scenes in front of an external examiner which take place this term.</i>	Component 2: Scripted (extract 2) AO2: Apply theatre skills to realise creative intentions in live performance <i>Revision of C3: Theatre Makers in Practice</i>	Q3 written assessment <i>Full C3 exam (60 marks)</i> The overall Q3 grade will be based on: • C1: Devising performance and portfolio (Yr 10) – 50% • C3: Written exam (Yr 11 Q3) – 50%
Q4 Summer 1 Summer 2	Component 3 final revision: 1984	<i>Final revision of Component 3: Theatre Makers in Practice</i>	Final GCSE assessment <i>C3 Written exam (60 marks)</i> The overall GCSE grade will be based on: • C1: Devising performance and portfolio (Yr 10) – 40% • C2: Scripted performance – 20% • C3: Written exam – 40%

Approaches to learning

Each year group covers the 3 different components of the GCSE Drama specifications – devising, scripted performance and studying a set text. This not only prepares students for the demands of the GCSE but also inspires passionate performers who can analyse and evaluate their own work and the work of others.

Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust's schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including both practical and written work.

AfL – Assessment for Learning

AfL is critical to learning. Throughout each lesson students will be given opportunities test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser, various types of questioning and regular evaluation of live performances.

Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson.

Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

In Drama these may be practical assessments or written assessments, or a combination of the two. The curriculum overview above gives details of the components of each quarterly assessment.

Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No

opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given. In Drama students may be given oral or written feedback based on their performances using the language of the marking criteria for that specific component. Students have an opportunity to use this feedback to improve in lessons before the next assessment.

External examinations.

GCSE exam board: Pearson Edexcel Drama (2016)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>