

TCEAT Curriculum & Assessment Overview: *Drama*

Course description and overarching aims (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 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 GCSE and A-level Drama curriculum is designed to reflect the three key components of the course, with students completing 40% of the course in year 10 / 12 and then 60% of the course in year 11 / 13.

Curriculum model overview (Implementation)

How is our curriculum planned and why:

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 Quarterly Assessment (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.

Drama Skills (examples)	Transferable learning skills (examples)
Devising individual or group performances Evaluating performances of other students Understanding and exploring different styles of theatre Understanding and exploring theatre throughout history Learn how to confidently read and understand scripts Writing monologue, duologues and group scripts	Critical Thinking and Problem Solving Time Management Research Skills Listening and responding Teamwork Communication

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

Assessment objectives in Drama throughout Year 7-13:

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.

KS5 is only relevant to Twyford

Edexcel (Twyford & Ealing Fields)

- **Component 1:** ensuring students complete a working log book which documents their ideas in the devising process. Providing students with regular opportunities to write a portfolio question and ensuring the teacher marks these drafts and provides feedback before students complete their final draft
- **Component 2:** regular practical mock exams of any Component 2 work with opportunities for self, peer and teacher feedback to ensure continual improvement
- **Component 3:** Regular low stakes testing of subject specific vocabulary through weekly peer-marked tests in preparation for the Component 3 written exam (Q2 and Q4). Provide students with detailed feedback following written exams, ensuring they use exemplars and assessment grids to improve their answers.

Key assessment principles:

AQA (William Perkin and Ada Lovelace)

- **Component 1:** Regular low stakes testing of different exam questions in lessons and as prep tasks in preparation for the written exam (Q2 and Q4). Homework tasks focus on the larger mark questions. These 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 log book which documents their ideas in the devising process. Providing students with regular opportunities to write a portfolio question and ensuring the teacher marks these drafts and provides feedback before

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students complete their final draft. Students perform their devised piece at various points in the year to get feedback before their final exam.

- **Component 3:** Regular practical mock exams of extracts 1 and 2 with opportunities for self, peer and teacher feedback to ensure continual improvement.

Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3-5. These allow the 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: Completed a range of role plays using some movement and vocal skills
Silver: Good focus and was able to use most of the performance skills when doing role-play
Gold: Excellent understanding of the naturalism and role-play that was showed through performance

Example (Yr 11)

LESSON OUTCOMES
Bronze: Able to read through your script and have some ideas about how to explore it practically in terms of voice & physical skills
Silver: Able to have a clear vision for the extract and begin to think about characterization techniques
Gold: Able to have an excellent understanding of the extract and make directorial decisions about the intended impact on audience

Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5.

Assessment objectives in Drama throughout Year 7-13:

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*A01: Create and develop ideas to communicate meaning for theatrical performance **

A02: Apply theatre skills to realise creative intentions in live performance

A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

A04: Analyse and evaluate their own work and the work of others.

**KS5 (A01) Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice*

Knowledge:

- Substantive knowledge - The main categories that account for the accepted conventions and facts of our subject:
 - A range of theatre styles across different historical and social contexts
 - Play texts across different historical and social contexts
 - The fundamentals of theatre and performance
 - The role of performer
 - The role of a designer

Disciplinary knowledge - The main subject skills, procedures, thinking structures and behaviours of our subject such as:

- Verbal and non-verbal performance skills such as tone of voice, body language, facial expression, pitch and pace.
 - Teamwork
 - Transferable life skills Studying the historical context, themes and layout of published play texts in order to perform, analyse and evaluate the work.
 - Various drama techniques such as still image, step-out, monologue and masks.
 - Styles of theatre such as mime, physical theatre and verbatim theatre.
 - Theatre across time- looking at how theatre has developed chronologically
 - Analysing and evaluating our own work and those of our peers and theatre professionals.
- Disciplinary Literacy - Literacy is developed through systematic use of explicit teaching of keywords, use of key word glossaries on knowledge organisers, and modelling use of advanced oracy through feedback to peers.

Curriculum seven-year plan:

Drama students will follow *a curriculum map specific to their school. You can find individual course overviews for each school here:*

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William Perkin CofE High School:

Component 1: Understanding Drama

Component 2: Devising

Component 3: Texts 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.

Course Overview	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<u>Unit 1: History of Theatre.</u> Studying theatrical genres through chronological order. AO1 and AO2	<u>Unit 1: Noughts and Crosses.</u> Studying the characters and performing an extract from Noughts and Crosses. AO2	<u>Unit 1: Hillsborough.</u> Devising a performance based on the Hillsborough Disaster in 1989 AO1 and AO2	<u>Theory: Component 1: The Crucible.</u> Studying the context, characters and plot of The Crucible AO3 and AO4 <u>Practical: Component 3: Texts in Practice.</u> Rehearsing and performing an extract from The Crucible. AO2	<u>Theory: Component 1: The Crucible</u> Studying the context, characters and plot of The Crucible AO3 and AO4 <u>Practical: Component 3: Texts in Practice.</u> Rehearsing and performing their second extract from their chosen play. AO2
Q1 Assessment	N/A	<ul style="list-style-type: none"> Performance of first scripted extract 	<ul style="list-style-type: none"> First performance of their devised piece 	<ul style="list-style-type: none"> Performance of first extract from The Crucible 	<ul style="list-style-type: none"> Performance of first extract from their chosen play.
Autumn 2	<u>Unit 1: History of Theatre.</u>	<u>Unit 1: Noughts and Crosses.</u>	<u>Unit 1: Hillsborough.</u> Devising a performance based	<u>Theory: Component 1: The Crucible</u>	<u>Theory: Component 1: The Crucible</u>

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	Studying theatrical genres through chronological order. AO1, AO2 and AO4	Studying the characters and performing an extract from Noughts and Crosses. AO2, AO3 and AO4	on the Hillsborough Disaster in 1989 AO1, AO2, AO4	Studying the context, characters and plot of The Crucible AO3 and AO4 Practical: Component 3: Texts in Practice. Rehearsing and performing a second extract from The Crucible AO2	Studying the context, characters and plot of The Crucible AO3 and AO4 Practical: Component 3: Texts in Practice. Rehearsing and performing their second extract from their chosen play. AO2
Q2 Assessment	<ul style="list-style-type: none"> Performance of their chosen genre. Written evaluation of their performance. 	<ul style="list-style-type: none"> Performance of second scripted extract. 2 exam questions based on Noughts and Crosses. 	<ul style="list-style-type: none"> Second performance of their devised piece. Written Development and collaboration and Analysis and Evaluation sections of devising log. 	<ul style="list-style-type: none"> Performance of the second extract from The Crucible. Mock written exam 	<ul style="list-style-type: none"> Performance of the second extract from their chosen play. Mock written exam.
Spring 1	Unit 2: Oliver Twist. Studying the characters and performing an extract from Oliver Twist. AO2	Unit 2: Verbatim and TIE. Devising a piece of TIE using verbatim techniques. AO1 and AO2	Unit 2: DNA. Studying the characters and performing an extract from the play DNA by Dennis Kelly. AO2	Theory: Component 1: The Crucible. Studying the context, characters and plot of The Crucible AO3 and AO4 Practical: Component 2: Devising.	Theory: Component 1: The Crucible. Studying the context, characters and plot of The Crucible AO3 and AO4 Practical: Component 3: Texts in Practice.

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				Devising a performance from a chosen stimulus in groups. AO1 and AO2	Rehearsing and performing both extracts from their chosen play. AO2
Spring 2	<u>Unit 2: Oliver Twist.</u> Studying the characters and performing an extract from Oliver Twist. AO2	<u>Unit 2: Verbatim and TIE.</u> Devising a piece of TIE using verbatim techniques. AO1, AO2	<u>Unit 2: DNA.</u> Studying the characters and performing an extract from the play DNA by Dennis Kelly. AO2	<u>Theory: Component 1: The Crucible</u> Studying the context, characters and plot of The Crucible AO3 and AO4 <u>Practical: Component 2: Devising.</u> Devising a performance from a chosen stimulus in groups. AO1, AO2 and AO4	<u>Component 1: The Crucible.</u> Studying the context, characters and plot of The Crucible AO3 and AO4
Q3 Assessment	<ul style="list-style-type: none"> Performance of both scripted extracts. 	<ul style="list-style-type: none"> Performance of their TIE piece. 	<ul style="list-style-type: none"> Performance of their scripted extract from DNA. 	<ul style="list-style-type: none"> Performance of their devised piece. 	<ul style="list-style-type: none"> Final mock written exam.
Summer	<u>Unit 3: Into the Unknown.</u> Devising a performance based on a mystery world the other side of an unusual door. AO1, AO2 and AO4	<u>Unit 3: Physical Theatre.</u> Devising a performance using the physical theatre techniques of Frantic Assembly. AO1, AO2 and AO4	<u>Unit 3: A Midsummer Night's Dream.</u> Studying the characters and plot of A Midsummer Night's Dream. AO3 and AO4	<u>Theory: Component 1: The Crucible</u> Studying the context, characters and plot of The Crucible AO3 and AO4 <u>Practical: Component 2: Devising.</u>	

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				Devising a performance from a chosen stimulus in groups. AO1, AO2 and AO4	
Q4 Assessment	<ul style="list-style-type: none"> • Performance of their devised performance. • Written evaluation of their performance. 	<ul style="list-style-type: none"> • Performance of their Physical Theatre piece. • Written analysis and evaluation of their performance. 	<ul style="list-style-type: none"> • Written exam based on A Midsummer Night's Dream. 	<ul style="list-style-type: none"> • Final performance of their devised piece. • Written devising log coursework-completed as homework. • Mock written exam. 	

Ada Lovelace High School Curriculum Plan

	Year 7	Year 8	Year 9	Yr 10
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<p>Term 1</p>	<p>Unit 01: An Introduction to Drama and the Ballad of Charlotte Dymond</p> <p>An introduction to basic Drama skills and techniques including – still images, freeze frames, thought tracking and characterisation</p> <div style="border: 1px solid black; padding: 5px;"> <p>Q2:</p> <p>Assessment content, scope and style: Practical performance exam using a range of basic drama skills covered across the term</p> <p>Length: N/A</p> <p>Conditions: Group assessed performance. Performed in class</p> <p>Scaffold: Appropriate groupings/ breakdown of instructions</p> <p>Preparation: 1 lesson rehearsal in the group</p> </div>	<p>Unit 01: Physical Theatre and Pantomime</p> <p>An introduction to basic Drama skills linked to Physical Theatre and Pantomime including using the body as a prop, exaggeration and characterisation activities</p> <div style="border: 1px solid black; padding: 5px;"> <p>Q2:</p> <p>Assessment content, scope and style: Practical performance exam using the required Pantomime techniques</p> <p>Length: N/A</p> <p>Conditions: Group assessed performance. Performed in class</p> <p>Scaffold: Appropriate groupings/breakdown of instructions</p> <p>Preparation: 1 lesson rehearsal in the group</p> </div>	<p>Unit 01: Roles and Responsibilities</p> <p>An introduction to Drama skills. An introduction to staging types, jobs in the theatre, stage positioning and technical elements of performance. Link to Component 1 Section A of the AQA GCSE Drama exam.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Q2:</p> <p>Assessment content, scope and style: Written multiple choice exam paper on Roles and Responsibilities</p> <p>Length: 1 hour</p> <p>Conditions: Formal exam conditions</p> <p>Scaffold: N/A</p> <p>Preparation: Revision/recap/retrieval</p> </div>	<p>Unit 01: Roles and Responsibilities</p> <p>An introduction to Drama skills. An introduction to staging types, jobs in the theatre, stage positioning and technical elements of performance. Link to Component 1 Section A of the AQA GCSE Drama exam.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Q1:</p> <p>Assessment content, scope and style: Written multiple choice exam paper on Roles and Responsibilities</p> <p>Length: 1 hour</p> <p>Conditions: Formal exam conditions</p> <p>Scaffold: N/A</p> <p>Preparation: Revision/recap/retrieval practice throughout the term</p> </div>
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			<p>practice throughout the term</p>	<p>Noughts and Crosses</p> <p>Component 1 Section B set text</p> <p>The students study the play, characters, staging and technical elements in performance.</p> <p>Q2:</p> <p>Assessment content, scope and style: Roles and Responsibilities (Multiple choice) Noughts and Crosses (4,8 and 12 mark questions based on a given scene)</p> <p>Length: 1 hour</p> <p>Conditions: Formal exam conditions</p> <p>Scaffold: Through exam practice.</p> <p>Preparation: Revision/recap/retrieval</p>
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				practice throughout the term
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<p>Term 2</p>	<p>Unit 02: Storytelling</p> <p>Throughout the term the students will be introduced to a range of storytelling techniques including narration, vocal skills and how to effectively engage the audience. This leads to the students create their own haunted house storytelling performance.</p> <div data-bbox="383 667 792 1374" style="border: 1px solid black; padding: 5px;"> <p>Q3:</p> <p>Assessment content, scope and style: Practical performance exam using a range of storytelling skills covered across the term</p> <p>Length: N/A</p> <p>Conditions: Group assessed performance. Performed in class</p> <p>Scaffold: Appropriate groupings/ breakdown of instructions</p> </div>	<p>Unit 02: The Tempest</p> <p>The students will study the backstory to the Tempest, staging the technical elements of the play through areas such as a soundscape, they will explore and perform key scenes and explore the world of the play.</p> <div data-bbox="817 627 1220 1337" style="border: 1px solid black; padding: 5px;"> <p>Q3:</p> <p>Assessment content, scope and style: Practical performance exam using a range of script and characterisation skills covered across the term</p> <p>Length: N/A</p> <p>Conditions: Group assessed performance. Performed in class</p> <p>Scaffold: Appropriate groupings/ breakdown of instructions</p> </div>	<p>Unit 02: Live Theatre Evaluation</p> <p>Component 1 Section C is a Live Theatre Evaluation of the National Theatre’s production of Treasure Island. The students will watch evaluate a range of performance and technical skills that are used in the performance.</p> <div data-bbox="1247 667 1637 1374" style="border: 1px solid black; padding: 5px;"> <p>Q3:</p> <p>Assessment content, scope and style: 1 exam style question</p> <p>Length: 45 mins</p> <p>Conditions: Classroom exam conditions</p> <p>Scaffold: Throughout exam practice</p> <p>Preparation: Revision/recap/retrieval practice throughout the term</p> </div>	<p>Unit 02: Noughts and Crosses and Live Theatre Evaluation</p> <p>Component 1 Section B set text The students study the play, characters, staging and technical elements in performance.</p> <p>Component 1 Section C is a Live Theatre Evaluation. The students will watch a live production and evaluate a range of performance and technical skills that are used.</p> <div data-bbox="1659 863 2051 1374" style="border: 1px solid black; padding: 5px;"> <p>Q3:</p> <p>Assessment content, scope and style: Roles and Responsibilities (Multiple choice) Noughts and Crosses (4,8 12 and 20 mark questions based on a given scene) Live Theatre Evaluation (1 question)</p> <p>Length: 1.45 hour</p> </div>
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	Preparation: 1 lesson rehearsal in the group	Preparation: 1 lesson rehearsal in the group		<p>Conditions: Formal exam conditions</p> <p>Scaffold: Through exam practice.</p> <p>Preparation: Revision/recap/retrieval practice throughout the term</p>
Term 3	<p>Unit 03: Silent Movies</p> <p>The students will explore the style of Silent Movies, the use of comedy, stock characters, exaggeration and slapstick.</p> <p>Q4:</p> <p>Assessment content, scope and style: Practical performance exam using a range of basic drama skills covered across the term</p> <p>Length: N/A</p>	<p>Unit 03: Live Theatre Evaluation: Peter Pan</p> <p>The students will watch and evaluate a range of performance and technical skills that are used in the performance.</p> <p>Q4:</p> <p>Assessment content, scope and style: 1 exam style question</p> <p>Length: 45 mins</p> <p>Conditions: Classroom exam conditions</p>	<p>Unit 03: Devising Drama</p> <p>The students will use Jessie Nelson’s Docudrama Odd One Out as a stimulus to creating their own Docudrama</p> <p>Q4:</p> <p>Assessment content, scope and style: The students will be assessed on their Documentary Drama and the Devising Log they write in response to their performance work.</p> <p>Length: 1 hour</p>	<p>Unit 03: Component 2 Devising Drama</p> <p>In groups the students are given a range of stimulus materials which they use to create their own piece of devised Drama. As part of this component, they must also complete a Devising Log analysing and evaluating their progress.</p> <p>Q4:</p> <p>Assessment content, scope and style:</p>

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	<p>Conditions: Group assessed performance. Performed in class</p> <p>Scaffold: Appropriate groupings/ breakdown of instructions</p> <p>Preparation: 1 lesson rehearsal in the group</p>	<p>Scaffold: Throughout exam practice</p> <p>Preparation: Revision/recap/retrieval practice throughout the term</p>	<p>Conditions: The students will complete the performance in lesson and the complete the Devising Log in formal exam conditions.</p> <p>Scaffold: Throughout exam practice</p> <p>Preparation: Revision/recap/retrieval practice throughout the term</p>	<p>Roles and Responsibilities (Multiple choice) Noughts and Crosses (4,8 12 and 20 mark questions based on a given scene) Live Theatre Evaluation (1 question)</p> <p>Length: 1.45 hour</p> <p>Conditions: Formal exam conditions</p> <p>Scaffold: Through exam practice.</p> <p>Preparation: Revision/recap/retrieval practice throughout the term</p>
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Twyford CofE High School:

Component 1: Devising

Component 2: Text in performance

Component 3: 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.

AO1 (for KS5): Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice

	QA1 (October)	QA2 (December)	QA3 (March)	QA4 (June)
Year 7	<p>'Creating a performance' C1 Introduction to Drama Six lessons Q1: C1 performance (Effort grade) AO1: AO2: AO3: AO4:</p>	<p>'Blue Remembered Hills' C3 Exploration of text Seven lessons Q2: C3 Written Exam (1 hour) AO3: AO4:</p>	<p>Slapstick Comedy C1 Devised performance Ten lessons Q3: C1 Devised Performance grade AO1: AO2: AO3: AO4:</p>	<p>Grimm Tales C2 Scripted performance Ten lessons Q4: C2 Scripted Performance AO1: AO2: AO3: AO4:</p>
Year 8	<p>Physical Theatre & Movement' C1 Devised performance Six lessons Q1: C1 Devised performance grade AO1: AO2: AO3: AO4:</p>	<p>'Blood Brothers' C3 Exploration of text Seven lessons Q2: C3 Written Exam (1 hour) AO3: AO4:</p>	<p>Commedia Dell' Arte' C2 Scripted performance Ten lessons Q3: C2 Scripted Performance grade AO1: AO2: AO3: AO4:</p>	<p>Creating a movie trailer C1 Devised performance Ten lessons Q4: C1 Devised Performance AO1: AO2: AO3: AO4:</p>

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Year 9	<p>Physicality - Frantic Assembly' C1</p> <p>Devised performance</p> <p>Eight lessons</p> <p>Q1: <i>Devised Performance /Portfolio</i></p> <p>AO1: AO2: AO3: AO4:</p>	<p>Component 3 Mock – Free 9 C3</p> <p>Exploration of text</p> <p>Twelve Lessons</p> <p>Q2: <i>Written Exam (1 hour)</i></p> <p>AO3: AO4:</p>	<p>Component 1 Mock – Devised C1</p> <p>Devised Performance</p> <p>Fourteen Lessons</p> <p>Q3: <i>Devised Performance & Portfolio</i></p> <p>AO1: AO2: AO3: AO4:</p>	<p>Component 2 Mock – Scripted C2</p> <p>Scripted performance</p> <p>Fourteen lessons</p> <p>Q4: <i>Scripted Performance grade</i></p> <p>AO1: AO2: AO3: AO4:</p>
Year 10	<p>C1 Devised drama exploration</p> <p>Devised performance</p> <p>Six weeks</p> <p>Q1: <i>Devised performance & 2 Portfolio Questions</i></p> <p>AO1: AO2: AO3: AO4:</p>	<p>C3 Mock – '1984' exploration & Theatre Review introduction</p> <p>Six weeks</p> <p>Q2: <i>Written Exam Section A & B (1.5 hours)</i></p> <p>AO3: AO4:</p>	<p>Actual Component 1 Devised performance (40% of GCSE grade)</p> <p>Twelve weeks – March date TBC</p> <p>Q3: <i>Devised Performance grade and first draft portfolio</i></p> <p>AO1: AO2: AO3: AO4:</p>	<p>C3 Mock – '1984' exploration and Theatre Review</p> <p>Six weeks</p> <p>QA4: <i>Written Exam Section A & B (1.5 hours). Prep for Y11.</i></p> <p>AO3: AO4:</p>
Year 11	<p>C2 – Scripted 'Teechers'</p> <p>C3 – 1984 written exam</p> <p>Scripted performance mock</p> <p>Six weeks</p> <p>Q1: <i>Scripted performance</i></p> <p>AO1: AO2: AO3: AO4:</p>	<p>C3 Mock – '1984' and Theatre Review</p> <p>Six weeks</p> <p>Q2: <i>Written Exam Section A & B (1.5 hours)</i></p> <p>AO3: AO4:</p>	<p>C2: Actual Component 2 Scripted performance to examiner (20% of grade)</p> <p>C3 Mock – '1984' and Theatre Review</p> <p>Q3: <i>Written Exam Section (1.5 hours)</i></p> <p>Q3: <i>Predicted C2 grade</i></p> <p>AO1: AO2: AO3: AO4:</p>	<p>Study Leave</p>
Year 12	<p>C3 Section B ADOAA -</p> <p>C2 Mono/Duo performance -</p> <p>Six weeks</p>	<p>C3 Written exam Section A & B -</p> <p>C2 Mock – Play performance -</p> <p>Six weeks</p>	<p>C1 – Actual C1 Devised performance & portfolio (40% of A-Level grade)</p> <p>Twelve weeks</p>	<p>C3 Section C Woyzeck -</p> <p>Six weeks</p> <p>Q4: <i>Written Exam Section A, B & C (2.5 hours)</i></p> <p>AO3: AO4:</p>

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	<p>Q1: C2 Scripted Performance grade (50%) & C3 written exam (50%)</p> <p>AO1: AO2: AO3: AO4:</p>	<p>Q2: C2 Scripted Performance grade (50%) and C3 written exam (50%)</p> <p>AO1: AO2: AO3: AO4:</p>	<p>Q3: Devised Performance & first draft Portfolio</p> <p>AO1: AO2: AO3: AO4:</p>	
Year 13	<p>C2 – Scripted performance - C2 – Woyzeck - Scripted performance mock Woyzeck written exam mock Six weeks Q1: Scripted performance</p> <p>AO1: AO2: AO3: AO4:</p>	<p>C3 Mock – Section A, B & C – C2 Scripted mock mono / play - Six weeks Q2: Written Exam Section A, B & C (2.5 hours)</p> <p>AO1: AO2: AO3: AO4:</p>	<p>Actual Component 2 Scripted performance to examiner (20% of grade) C3 Mock – Section A, B & C Q3: Written Exam Section (2.5 hours) Q3: Predicted C2 grade</p> <p>AO1: AO2: AO3: AO4:</p>	Study Leave

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Ealing Fields:

Component 1: Devising

Component 2: Text in performance

Component 3: 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.

AO1 (for KS5): Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice

	QA1 (October)	QA2 (December)	QA3 (March)	QA4 (June)
Year 7	'Creating a performance' C1 Introduction to Drama Six lessons <i>Q1: C1 performance (Effort grade)</i>	'Blue Remembered Hills' C3 Exploration of text Seven lessons <i>Q2: C3 Written Exam (1 hour)</i>	Slapstick Comedy C1 Devised performance Ten lessons <i>Q3: C1 Devised Performance grade</i>	Grimm Tales C2 Scripted performance Ten lessons <i>Q4: C2 Scripted Performance</i>
Year 8	Physical Theatre & Movement' C1 Devised performance Six lessons <i>Q1: C1 Devised performance grade</i>	'Blood Brothers' C3 Exploration of text Seven lessons <i>Q2: C3 Written Exam (1 hour)</i>	Commedia Dell' Arte' C2 Scripted performance Ten lessons <i>Q3: C2 Scripted Performance grade</i>	Creating a horror performance C1 Devised performance Ten lessons <i>Q4: C1 Devised Performance</i>
Year 9	Physicality - Frantic Assembly' C1 Devised performance Eight lessons <i>Q1: Devised Performance & Portfolio</i>	Component 3 Mock – 'DNA' C3 Exploration of text Twelve Lessons <i>Q2: C3 Written Exam Section A (1 hour & 15 minutes)</i>	Component 1 Mock – Devised C1 Devised Performance Fourteen Lessons <i>Q3: Devised Performance & Portfolio</i>	Component 2 Mock – Scripted C2 Scripted performance Fourteen lessons <i>Q4: Scripted Performance grade</i>

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Year 10	C1 Devised – Stimulus Exploration Devised performance Six weeks <i>Q1: Devised performance & Portfolio Questions</i>	C3 Mock – ‘DNA’ exploration & Theatre Review introduction Six weeks <i>Q2: C3 Written Exam Section A c (1 hour & 15 minutes)</i>	Actual Component 1 Devised performance (40% of GCSE grade) Twelve weeks <i>Q3: Devised Performance grade and first draft portfolio</i>	C3 Mock – ‘DNA’ exploration and Theatre Review Six weeks <i>QA4: Written Exam Section A & B (1.5 hours)</i>
Year 11	C2 – Scripted ‘Teachers’ Scripted performance mock Six weeks <i>Q1: Scripted performance</i>	C3 Mock – ‘DNA’ and Theatre Review Six weeks <i>Q2: Written Exam Section A & B (1.5 hours)</i>	C2: Actual Component 2 Scripted performance to examiner (20% of grade) C3 Mock – ‘DNA’ and Theatre Review <i>Q3: Written Exam Section (1.5 hours)</i> <i>Q3: Predicted C2 grade</i>	Study Leave

TCEAT Curriculum & Assessment Overview: *Drama*

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:

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.

Standardised assessments

These are longer tasks designed to provide students with a chance to applying work from several lessons. These may be done as Homeworks or in class. These tasks will be in place of prep and have an extended deadline as they will take students longer to complete. These assessments are teacher assessed throughout the year.

Quarterly assessments

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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. See curriculum overviews above for QA assessment information

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed to take the next steps in their learning. Alongside formal written exams, which take place during Q2,3 & 4 (Q3 for Yr11 & 13) students will also undergo practical assessments around the timing of QAs.

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 and time for students to update their progress tracker at the front of their books. In Drama students are given 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.

KS4 exam board: *Edexcel (Twyford & Ealing Fields) & AQA (William Perkin & Ada Lovelace)*

KS5 exam board: *Edexcel (Twyford only)*