

Curriculum: 5 Year plan 2023-2028

	LP1	LP2	LP3
Year 7	Toolkit: Introduction and development of basic Drama Skills (7) Pantomime (8)	Mask and Mime (7) Musical Theatre (5)	Roald Dahl (5) Live Theatre Review (2) Page to Stage: <i>Johnny and the Dead</i> (6)
Year 8	Responding to Stimulus (7) Practitioners and Styles (6) Live Theatre Review (2)	Page to Stage (TiE) <i>Terrible Fate of Humpty Dumpty/ Stone Cold</i> (7) Theatre History (5)	Theatre Technology and Design (6) Page to Stage: <i>Refugee Boy</i> (7)
Year 9	Theatre Sports and Improvisation (4) Script Writing Masterclass (2) Melodrama: <i>Sweeney Todd</i> (6) Live Theatre Review (2)	Page to Stage: <i>Noughts and Crosses</i> (7) Verbatim Theatre (5)	Devising from a Stimulus (6) Page to Stage: <i>Blood Brothers</i> (7)
Year 10	Skills Recap and Roles and Responsibilities (2 weeks) Theatre Styles (2 weeks) Devising Theatre (11 weeks)	Devising Theatre (8 weeks) Set text: <i>Blood Brothers</i> (4 weeks)	Set text: exam prep and Live Theatre Review (13 weeks)
Year 11	GCSE CONTENT: C1 Understanding Drama (<i>Blood Brothers</i> , live theatre)	GCSE CONTENT: C2 Texts in Practice, C1 Understanding Drama	GCSE CONTENT: C1 Understanding Drama

Year 7 Rationale:

- ✓ Assume academic levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress.
- ✓ Develops basic skills such as teamwork, communication, critical thinking and leadership.
- ✓ It allows students to begin to gain an understanding of the different styles of theatre and their techniques.
- ✓ Develops students' confidence as well as public speaking skills.
- ✓ Providing students with a range of theatre styles and genres

Planned Cultural Capital: We will explore texts with SMSC themes such as loss, and crime. Opportunities for oracy will be provided in most lessons where students can develop debating skills as well as clear communication skills. Cultural capital will also be offered through extra-curricular opportunities working with professionals from the industry and going to watch live theatre as well as watching recordings of live theatre.

Year 8 Rationale:

- ✓ Students study the purpose of theatre and theatre for change. This allows the students to express their views and opinions through drama.
- ✓ Opportunities are provided for students to develop their understanding of script work and a range of styles and practitioners.
- ✓ Opportunities to develop techniques further and build on skills and knowledge from the range of techniques and styles introduced in year 7.
- ✓ Students will be introduced to the wider aspects of theatre and explore other roles within the world of theatre.
- ✓ Students will develop an awareness of practitioners and styles from around the world.

Planned Cultural Capital: We will explore theatre styles from around the world and students will have opportunity to visit a theatre to watch live theatre or recorded live theatre. Opportunities will be provided to explore how theatre can change the world around us and our communities in which we live. Local practitioners will offer extra-curricular opportunities.

Year 9 Rationale:

- ✓ Continuing to build on basic skills such as teamwork, communication, critical thinking and leadership from years 7 & 8.
- ✓ Allowing students to continue strengthening their creativity skills whilst being given independent time to do so.
- ✓ Students will continue to look at a range of theatrical styles and practitioners.
- ✓ Students will look at a range of set text in order to continue practicing their understanding of script work.
- ✓ Students will be introduced to the wider aspects of theatre and explore other roles within the world of theatre.

Planned Cultural Capital: We will explore texts that include SMSC themes such as: Bullying, Murder & Loss. Students will begin understanding these issues through workshop style lessons and script analysis. Additionally, students will be given the opportunity to view live & pre-recorded material of professional actors to educate them on potential careers in the industry.

Year 10/11 Rationale:

- ✓ Students complete course work as part of their **AQA GCSE DRAMA** building on skills and knowledge learnt in years 7 to 9.
- ✓
- ✓ Across KS4, students will be guided through the 3 components-
 - Creating Drama;
 - Interpreting Drama;
 - Understanding Drama.

Planned Cultural Capital: We will explore SMSC themes such as substance abuse, hate crime, peer pressure and mental health through workshop style lessons and script analysis. We will explore the wider Performing Arts industry and job roles/ opportunities within the industry. We will look at the effects that theatre can have as well as having opportunities to watch a range of theatre, both live and recorded.

Drama Lessons at Birkenhead Park School



Teaching House Style

Your role as a teacher



Meet and Greet students each lesson and be present on the corridor at changeovers.



Retrieval Practice - begin each lesson by retrieving key knowledge with a DO Now as part of your start of lesson routine.



Activate prior knowledge to build a strong schema with students.



Model new knowledge for students using the 'I, We, You' method. Share your thought process as an expert.



Be a responsive teacher. Check what all students know. Respond to misconceptions.



Lessons have a good pace and learning time is maxim-



Strong end of lesson routine where students leave calmly and with correct uniform, homework and high expectations.

Positivity 🍷

Ambition 🏆

Resilience 🧘

Thoughtfulness 🧠

Long term Memory/ Retrieval of Knowledge:

- ✓ All starters are linked to core skills and include topics from previous lessons. This is long term recall and is linked to the memory model and the science of learning.
- ✓ Low- stakes testing is used to check student understanding and address misconceptions.
- ✓ Teachers use targeted questioning to checking understanding.
- ✓ Progress pit stops allow for retrieval of knowledge and teachers use this technique to collect data based on the needs of their class.
- ✓ Responsive teaching is used as immediate intervention and teachers provide prompt for students during retrieval tasks.

Pedagogy within the Classroom:

- ✓ Clear instructions given to reduce cognitive overload.
- ✓ Use of 'I,WE,YOU' modelling to break down skill and create resilient and independent learners.
- ✓ Regular, low-stakes testing used to create strong bonds with the long-term memory.
- ✓ Provide every opportunity for students to engage in purposeful discussion and develop their use of vocabulary.
- ✓ Provide links to students' past learning, across faculties and in the outside wider world allowing students to have a broader understanding of the subject.

Assessment:

- ✓ Assessment takes place regularly. 'APP end of topic tests' are used to allow teachers to test student performance but are clear this does not show 'learning' from the long -term memory.
- ✓ End of unit assessments are completed at the end of each LP and are planned to test current and prior knowledge.
- ✓ Assessment QLA is used to address student's misconceptions and re-test rather than re-teach.
- ✓ Topic Response lessons following low stakes tests are built into the curriculum to allow students to plug gaps in their knowledge.

Build-up of Skills:

- ✓ The skills identified for success at GCSE is outlined and planned backwards from Year 11- 7.
- ✓ These skills are built upon each year from year 7 but are not GCSE Style questions- simply the skills required to be able to access GCSE when at KS4.
- ✓ They are age appropriate for each Year group and allow students to fully access assessments and low stakes testing.
- ✓ The language is similar to allow students to become familiar and build up a layer of skills each year- to review and refine these at regular intervals to become independent and resilient learners.