

Curriculum Overview – Drama



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop students’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.’ Adapted from National Curriculum, DfE, 2014.

Curriculum Aims

Everything we do in Drama will help shape a positive future for life beyond school.

- The Cottingham High School drama curriculum develops learners in their knowledge, understanding and experience of the individual skills a person and actor can use to confidently collaborate and communicate in wide ranging contexts. Active knowledge and skills workshops, rehearsal and practice activities in cooperative groupings encourage learners to be self-operable; possess excellent interpersonal skills; work reciprocally; and be observant, creative and open to new thinking. Learners become confident, practiced and masterful in their collaboration and communication skills.
- The Cottingham High School drama curriculum covers wide ranging forms of stimuli, for learners to engage with, explore, deconstruct, debate, form opinions and take ownership to artistically construct their own presentations and performances. Stimuli material to grow social, cultural, political, moral and historical understanding and knowledge. This includes various texts, poetry, novella, imagery and live art to give foundation for learners to skilfully create unique devised outcomes, communicated using appropriately applied practitioners, techniques, and performance skills defining performance style and genre. Learners know how to communicate their desired meaning and intent to inform and educate their audiences.
- Drama learners enjoy exploration of a curriculum they can identify with and relate to. They build theatrical understanding and knowledge for school. Rehearsed experiences enrich CHS drama learners, giving them insight into the life circumstance of others, cultural diversity, tolerance, empathy and respect. Drama learners are analytical and evaluative of their own actions, thoughts and feelings. They are confident to express, skilfully manage, communicate and act on their opinions and justify their thinking in collaboration with others.

Drama learners are confident, practiced and masterful in their collaboration and communication skills.

Building on prior learning

Although Drama is not a compulsory subject at Key Stages 1 and 2, the core skills required to participate effectively at Key Stage 3 are developed through the spoken language element of the primary English curriculum.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

What can students do by the end of KS2?

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

What are the skills gaps?

Most students will have some experience of performing to an audience at primary school. However, formal tuition of drama is inconsistent between schools. Some students will have drama experience from outside school and extracurricular activities – these are often well-developed. Script writing in KS2 English supports the transition into KS3 drama study. Consequently, the scheme of learning activity in Year 7 focuses on bridging the gap between those students who have experience of live performances and others who may not yet have had that opportunity.

Curriculum Structure

The subject content is divided into three components: Understanding Drama, Devising Drama and Texts in Practice.

Knowledge and Skills	
Understanding Drama	Students will be taught to: <ul style="list-style-type: none"> • develop knowledge and understanding of the characteristics and context of a whole play • explore ideas for how a play may be interpreted practically • understand how a play is interpreted in productions seen and what messages a company might be trying to communicate • identify and understand the skills demonstrated by performers and how successful meaning is communicated to an audience by performers in performance • identify and understand design skills demonstrated in productions and how successful meaning is communicated to an audience through design.
Devising Drama	Students will be taught to: <ul style="list-style-type: none"> • carry out research • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress • analyse and evaluate their own process of creating devised drama • create and communicate meaning • realise artistic intention in devised drama
Performing Drama	Students will be taught to: <ul style="list-style-type: none"> • interpret texts • create and communicate meaning

	<ul style="list-style-type: none"> realise artistic intention in text-based drama learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance adopt the latest safe working practices.
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Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives. Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow learners to access academic texts, such as high-level literature, newspaper articles and exam papers.

Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that are uncommon outside of the context of a specific subject and enable learners to communicate effectively within the subject. At Cottingham High School, tier 3 vocabulary is explicitly taught across our school curriculum and is mapped within the schemes of learning. Key tier 3 terms associated with specific topics are indicated below.

Key Subject Skills

Assessment Objective	FOCI
A01 20%	Create and develop ideas to communicate meaning for theatrical performance.
A02 30%	Apply theatrical skills to realise artistic intentions in live performance.
A03 30%	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
A04 20%	Analyse and evaluate their own work and the work of others.

Assessment

Formative assessment is used throughout the year to check learners’ knowledge and understanding, using feedback techniques including exit tickets and end of topic quizzes. Summative assessment is calendared at curriculum end points within each academic year and is conducted more formally.

Year	Assessment Window	Assessment Objectives	Topics to be assessed
7	Autumn	AO1, AO2	Text in Performance: ‘The Awkward Customer’
	Spring	AO1, AO2, AO3	Devising & Text in Performance: Physical Theatre & ‘Revolting Rhymes’

	Summer	AO1, AO2, AO3, AO4	Devising: Stage Fighting and Choreography.
8	Autumn	AO1, AO2.	Devising: Skills of the Actor
	Spring	AO1, AO2, AO3.	Devising: Mask in Performance
	Summer	AO1, AO2, AO3, AO4.	Text in Performance: Monologue 'Real' & Duologue 'Blood Brothers'
9	Autumn	AO1, AO2, AO3.	Devising: The Dramatic Elements, Staging in the Round, Realism in Performance
	Spring	AO1, AO2, AO3.	Devising & Text in Performance: Physical Theatre
	Summer	AO1, AO2, AO3, AO4.	Devising: Theatre in Education 'Identity & Self-Esteem'
10	Autumn	AO1, AO2.	Devising: Characterisation and Skills of the Actor
	Spring	AO1, AO2, AO3, AO4.	Devising: Theatre in Education 'Personal Development Curriculum'
	Summer	AO1, AO2, AO3, AO4.	Devising: T.I.E. Understanding Drama & Text in Performance: 'Blood Brothers'
11	Autumn	AO1, AO2, AO3, AO4.	Text in Performance: Extract 1 'Hansel & Gretel'
	Spring	AO1, AO2, AO3, AO4.	Text in Performance: Extract 2 'Hansel & Gretel'
	Spring 2	AO1, AO2, AO3, AO4.	Understanding Drama: Comp 1 Written Exam

Curriculum Sequencing

Key Stage 3

The Drama curriculum at KS3 is structured for learners at this stage in their Drama education; to build belief in themselves and their individual skills as a person and actor so they can confidently collaborate and communicate in wide ranging contexts. The sequenced schemes and activities are rich with practical active knowledge / skills-based workshops, where learners embed their understanding through rehearsal and practice, in cooperative groupings. This all promotes learners to be self-operable; possess excellent interpersonal skills; work reciprocally; and be observant, creative and open to new thinking. Learners become confident, practiced and masterful in their collaboration and communication skills.

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Text in Performance: 'The Awkward Customer'	Devising & Text in Performance: Physical Theatre & 'Revolting Rhymes'	Devising: Stage Fighting and Choreography.
Skills	<ul style="list-style-type: none"> • Interpretation of Text' • Skill application of Characterisation, Emotions and Emotive Development, Staging. 	<ul style="list-style-type: none"> • Ensemble Working, shaping and dynamic delivery. 	Written Assessment: <ul style="list-style-type: none"> • Terminology. • Writing to DESCRIBE skill delivery of the actor. • In context.
Subject specific vocabulary	Body Language Facial Expressions Characterisation Status	Physical Theatre Propless Theatre Transition Narrator	Slow Motion Rhythm Choreography Isolation

and key terms	Emphasis Dialogue Narrative Freeze Frame Action Gestures Blocking	Protagonist Antagonist Ensemble Dynamics	Levels Fluidity Reaction
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Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Devising: Skills of the Actor	Devising: Mask in Performance	Text in Performance: Monologue 'Real' & Duologue 'Blood Brothers'
Skills	Vocal Elements, Mime and Action, Actors Sight-line application to Focus Points.	Fundamentals. Characterisation, Spatial Management, Focus Delivery	Performance Assessment: Characterisation, Staging, Skill Delivery of the Actor. Written Assessment: Writing to Describe and Explain skill delivery of the actor in context.
Subject specific vocabulary and key terms	Vocal expression Vocal Elements <ul style="list-style-type: none"> • Pitch • Pace • Tone • Volume Exaggeration Pause Mannerism Fourth wall Dialogue Mime	Clocking the audience Passing the focus Gesture Reference point Focus Point Trestle Masks	Pathways Stage Positions Staging Interpretation Line Learning Interaction

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Devising: The Dramatic Elements, Staging in the Round, Realism in Performance	Devising & Text in Performance: Physical Theatre	Devising: Theatre in Education 'Identity & Self-Esteem'

Skills	Implementation of skill delivery to communicate and control dramatic elements within realism performance in the round.	Base and Flyer choreographic composition and performance delivery.	Performance Assessment: Performance delivery and communication to meet Aims & Intentions of a Devised Drama. Written Assessment: Writing to Describe, Explain and Analyse skill delivery of the actor in contextual moment within devised drama.
Subject specific vocabulary and key terms	Gothic Horror In the round Climax Intensity Suspense Tension Rising Action Atmosphere Stanislavski Naturalism	Base Flyer Lifts Sequence Balance Weight Taking Counterbalance Resistance Controlled	Proxemics Theatre in Education (TiE) Improvisation Fourth wall Story line Devised drama Rehearsal Epic Theatre Brecht

Key Stage 4

The KS4 Drama curriculum, covers wide ranging forms of stimuli, for learners to engage with, explore, deconstruct, debate, form opinions and take ownership to artistically construct their own presentations and performances. The schemes of learning are constructed to meet and work beyond components of work set by the exam board AQA. Outcomes include a devised drama in the form of a T.I.E, Theatre-in-Education piece with stimuli from the Personal Development curriculum. Secondly, learners work to produce performance outcomes from script, giving rich understanding of performance constructs which support written demands for communication in their written exam. All experiences and stimuli material used, is to grow social, cultural, political, moral and historical understanding and knowledge. This includes various texts, imagery and live art which enables learners to skilfully create unique outcomes, communicated using appropriately applied practitioners, techniques, and performance skills, defining performance style and genre. Learners know how to communicate their desired meaning and intent to inform and educate their audiences.

Key Stage 4 Year 10 – Long Term Planning, AQA GCSE Drama

	Autumn term	Spring term	Summer term
Knowledge	Devising: Characterisation and Skills of the Actor	Devising: Theatre in Education ‘Personal Development Curriculum’	Devising: T.I.E. Understanding Drama & Text in Performance: ‘Blood Brothers’
Skills	Range of skills are demonstrated. <ul style="list-style-type: none"> Precision and effective delivery of skills deployed. 	Range of skills are demonstrated. <ul style="list-style-type: none"> Precision and effective delivery of skills deployed. 	Writing to Describe, Explain and Analyse skill delivery of the actor in contextual moment within both scripted drama and the component 2 devising log.

	<ul style="list-style-type: none"> • Appropriate, personal and sensitive interpretation of stimuli and context. • Success in communication of Artistic intentions. 	<ul style="list-style-type: none"> • Appropriate, personal and sensitive interpretation of stimuli and context. • Success in communication of Artistic intentions. 	
Subject specific vocabulary and key terms	Devising Dynamics Interaction Improvisation Gait Pastiche Caricature	Blocking Narrator Transition Epic Theatre Fourth wall Hot Seating Monologue Thought Tracking Character Introduction Brecht	End On In the Round Promenade Proscenium Arch Thrust Traverse Proxemics Stanislavski Direction Analyse Developing and Understanding Character

Key Stage 4: Year 11 – Long Term Planning, AQA GCSE Drama

	Autumn term	Spring term	Summer term
Knowledge	Text in Performance: Extract 1 'Hansel & Gretal'	Text in Performance: Extract 2 'Hansel & Gretal'	Understanding Drama: Written Exam
Skills	Range of skills are demonstrated. <ul style="list-style-type: none"> • Precision and effective delivery of skills deployed. • Appropriate, personal and sensitive interpretation of stimuli and context. • Success in communication of Artistic intentions. 	Range of skills are demonstrated. <ul style="list-style-type: none"> • Precision and effective delivery of skills deployed. • Appropriate, personal and sensitive interpretation of stimuli and context. • Success in communication of Artistic intentions. 	Writing to Describe, Explain and Analyse skill delivery of the actor in contextual moment within scripted drama.
Subject specific vocabulary and key terms	Berkoff Physical Theatre Physicality Propless Characterisation Directing Chorusing Canon Unison		Director Performers Designers Set designer Costume designer Lighting designer Sound designer Playwright Understudy

	Exaggeration Transition Story Telling	Stage manager Theatre manager Analyse Evaluate Explain Describe Justify
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