

Key Stage 3 Drama	Curriculum intent	Curriculum content	Curriculum delivery Typical curriculum allocation: 1 hour per week
Year 8 Transition project	To ensure that students have developed confidence and ability to communicate in front of their peers	Transition day project based on a murder mystery – this is then followed up with in middle school and launching into year 9 lessons Wider core skills; Teamwork, resilience, communication, confidence	Delivered in feeder middle schools. 3 activities designed to assess students' current skills in acting. <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px;"> Assessment 1 assessment lesson on working practice and performance piece. </div>
Year 9	To enable students to develop skills in communication, challenge, confidence and respect within their school community. To prepare them for wider skills for working life and for studying for GCSE subjects. Students will learn to be reflective on their work and to target set as well as support their peers with reflective comments	Horror – Skills in tension building, story- telling, character skills Silent Movies - Mime, slapstick, exaggeration Devising – imagination, analysis, story-telling, use of stimulus, development of plots, styles of theatre and working in styles of a practitioner Image – SMSC link/British values – Exploring healthy lifestyles, relationships, pressures on lifestyle and problem solving through exploring real life issues, learning empathy through the use of acting skills Fairy Tales – Analysis of traditional stories, embedding skills from previous skills to develop own fairy tale stories	Each topic is delivered over a half term with a mid-point formative assessment and an end-of-topic summative assessment graded against GCSE Component 1 and 2 criteria. 1 homework is set per half term. Verbal and written feedback set 1 literacy task accompanies each unit. Targets set from each performance for the next unit.

Key Stage 4 Drama	Curriculum aims	Curriculum content Pearson GCSE Drama	Curriculum Delivery Typical curriculum allocation: 5 hours a fortnight
Year 10	<p>The GCSE Drama curriculum at Stratton is designed to inspire and engage all learners in exploring drama and theatre. Through high expectations promote thought provoking discussions to develop student's confidence. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts, whilst developing a strong sense of creativity and ability to justify their opinions. GCSE Drama should develop a toolkit of transferable skills, applicable both in further studies and in the workplace.</p> <p>The specification is designed to give students as much opportunity as possible to participate practically both in devising and exploring texts. GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.</p> <p>The study of the texts allows students to develop knowledge and understanding of the characteristics and context of the whole play and explore ideas for how the play may be interpreted practically.</p>	<p>Year 10 students consolidate the learning and knowledge gained from Year 9. During Year 10 students will revisit previous skills taught and deepen their understanding of these, embedding them in both exam technique and practical work.</p> <p>Students will explore the set text for C3 practically and learn the skills needed for design skills</p> <p>Students will learn to work with a script to develop a performance piece in line with C2</p> <p>Students will learn a toolkit for devising including practitioner theory and cover the required terminology for the subject.</p>	<p>Typically, each topic will be assessed formatively during lessons.</p> <p>Question papers will be used to assess knowledge and application</p> <p>Performance work assessed to the criteria</p> <p>Teacher verbal and written feedback, self and peer assessment used at mid- point and end of units.</p> <p>SMSC links – Exploring own critical opinions of issues raised in plays and set texts. Developing own sense of feelings and emotions on topics.</p> <p>British Values – British playwrights and plays explored as well as theatre history in our culture compared to others. Contextual information from the play texts such as British politics will be explored</p>

	<p>The PEARSON GCSE Drama curriculum is ideal for able students, who are both practically strong and academically able. To allow all students to access the course and make progress, model answers, writing frames and intervention are identified where appropriate, groupings and choice of text are also considered carefully.</p>		
<p>Year 11</p>	<p>In exam year students will explore the requirements of each unit and work towards completing NEA work alongside external practical examination. Students will complete the course as outlined above. Whilst some lessons are teacher led, we promote independent study and exploration. Thus, allowing students to take ownership during the devising and rehearsal process when exploring practical work and student led discussions.</p>	<p>Devising drama – students will explore a stimulus and develop an original piece of theatre from their own research and exploration and complete the written element of the component</p> <p>Staging a script – students will explore and perform two extracts from a script</p> <p>Written exam – students will consolidate their knowledge and develop their directorial concepts for their responses. Students will experience live theatre and write their review of this in the exam</p>	<p>Mock exams will be completed in all units Public previews of performance work Mid assessment points Teacher, self and peer feedback will be used throughout the course.</p> <p>Further depth on SMSC and British Values will be explored as outlined above.</p> <div data-bbox="1615 887 2134 1011" style="background-color: #f0e68c; padding: 5px;"> <p>Assessment C1 – 40% internal C2 – 20% external performance C3 – 40% external written performance.</p> </div>

Key Stage 5 Drama	Curriculum aims	Curriculum content Pearson GCE Drama	Curriculum Delivery Typical curriculum allocation: 9 hours a fortnight
Year 12	<p>The A level drama course enables students to explore theatre history along with modern changes and developments through practitioner theory and own imagination and creativity.</p> <p>The course prepares students for working life through wider skills - such as communication, teamwork, challenge, resilience and independence.</p> <p>Students will be delivered content and then encouraged to independently apply the skills to their own vision of theatre and develop their own work which expresses their opinions on the topics explored. Students will take charge of their learning and develop skills as a performer, director and designer. Students will develop their language skills for theatre and understand how theatre works on multiple levels. They will be exposed to various arts forms and they discover their own passion and strengths in the field.</p> <p>Students will not only become skilled actors they will develop their own sense of self and morality through exploration of the topics.</p>	<p>Devising Drama – mock – exploring themes and issues raised in a text and developing own performance based on those themes and issues</p> <p>SMSC links – developing own opinions on issues explored, along with considering how they link to modern culture and how the issues affect them.</p> <p>Exploring set text 1 – discovering the themes, issues and context of the play and developing skills to unpick their ideas for staging</p> <p>Staging a monologue and group piece – in line with component 2</p>	<p>Mock exams used for each point – mid-assessment points used, teacher, self, peer feedback used regularly to inform learning and students own reflection.</p> <p>Lessons will be on a cycle of teacher led to independent exploration.</p>
Year 13	<p>Developing the skills gathered in year 12 to complete NEA work and exam skills.</p> <p>Students will work practically and in theory based work to explore and develop their NEA work and exam skills.</p>	<p>Devising drama – real exam and written element</p> <p>SMSC link – developing a piece of original theatre that challenges thinking and feelings on a real life relevant issue in society.</p> <p>Staging a script – real external exam – monologue and group piece</p>	<p>Lessons are mixed between teaching/building on course components as well as facilitating students with NEA practical work and written work.</p> <p>Summative assessments build on previous teaching and are used to direct students' learning on the run up to final exams.</p>

	<p>Students will perform work and continue to widen their own analytical and evaluative skills through the exploration on the course.</p>	<p>Exploring set text 2 – discovering the themes, issues and context of the play and developing skills to unpick their ideas for staging</p> <p>Revising set text 1</p> <p>Experiencing live theatre for own review under exam conditions</p>	<p>Assessment C1 – 40% Devising Drama C2 – 20% Staging monologues and group pieces C3 – Written exam – 2 set texts and live review.</p>
--	---	---	---