

# Curriculum Overview – Drama

## 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.

## Wolfreton Curriculum Intent

Our Drama curriculum is underpinned by our Intent statement:

Tell the story – step into someone else’s shoes

*‘Develop skills that will prepare you for not only the stage, but the working world’*

### Curriculum Aims

The Wolfreton curriculum for Drama aims to ensure that all students:

- learn to collaborate with others
- think analytically and evaluate effectively.
- Gain the confidence to pursue their own ideas, reflect and refine their efforts.
- Emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

### Key Stage 3

The Drama curriculum at KS3 is structured for students 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 students embed their understanding through rehearsal and practice, in cooperative groupings. This all promotes students to be self-operable; possess excellent interpersonal skills; work **reciprocally**; and be **observant, creative** and **open to new thinking**. Students become **confident, practiced** and **masterful** in their collaboration and communication skills.

### Key Stage 4

The KS4 Drama curriculum, covers wide ranging forms of stimuli, for students 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 Theatre-in-Education piece with stimuli from the Personal Development curriculum. Secondly, students 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 students to **skilfully create** unique outcomes, communicated using **appropriately applied practitioners, techniques**, and **performance skills**, defining performance style and genre. Students know how to **communicate their desired meaning and intent** to inform and educate their audiences.

## 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.

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### *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 knowledge and 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	
<b>Understanding Drama</b>	<p>Students will be taught to:</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the characteristics and context of a whole play</li> <li>• explore ideas for how a play may be interpreted practically</li> <li>• understand how a play is interpreted in productions seen and what messages a company might be trying to communicate</li> <li>• identify and understand the skills demonstrated by performers and how successful meaning is communicated to an audience by performers in performance</li> <li>• identify and understand design skills demonstrated in productions and how successful meaning is communicated to an audience through design.</li> </ul>
<b>Devising Drama</b>	<p>Students will be taught to:</p> <ul style="list-style-type: none"> <li>• carry out research</li> <li>• develop their own ideas</li> <li>• collaborate with others</li> <li>• rehearse, refine and amend their work in progress</li> <li>• analyse and evaluate their own process of creating devised drama</li> <li>• create and communicate meaning</li> <li>• realise artistic intention in devised drama</li> </ul>
<b>Performing Drama</b>	<p>Students will be taught to:</p> <ul style="list-style-type: none"> <li>• interpret texts</li> <li>• create and communicate meaning</li> <li>• realise artistic intention in text-based drama</li> <li>• learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances</li> <li>• develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance</li> <li>• 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</li> <li>• 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</li> <li>• develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance</li> <li>• adopt the latest safe working practices.</li> </ul>

## Extra-curricular

Wolfeaton School has a wide variety of Performing Arts opportunities. These include the School Production, students here can choose to work in a specialism of their choice; actor, dancer, performer, costume, lighting, tech, set design. And work collaboratively, as part of a group to help bring the show to life. We have our Choir, which allows students to develop the confidence to sing and improve their singing. We also have a Contemporary Dance Group, led by talented KS4/KS5 students and this is an exciting opportunity to develop dance and musicality. All students are given the opportunity to perform in the Christmas and Summer Concert and GCSE students are given the option to perform in 'Showcase' nights.

To enrich students' experiences and opportunities, we offer a variety of trips ranging from local theatre to London's West End, ensuring that our students can experience the very best of inspiring professional performances.

## 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

Year	Formative	Summative	Core Topics to be assessed with ongoing Retrieval Task and Understanding of Drama
7	Ongoing	End of Autumn term Practical End of Spring term Practical End of Summer term Written and Practical	AO1, AO2. Text in Performance: 'The Awkward Customer' AO1, AO2, AO3. Devising & Text in Performance: Physical Theatre & 'Revolting Rhymes' AO1, AO2, AO3, AO4. Devising: Stage Fighting and Choreography.
8	Ongoing	End of Autumn term Practical End of Spring term Practical End of Summer term Written and Practical	AO1, AO2. Devising: Skills of the Actor AO1, AO2, AO3. Devising: Mask in Performance AO1, AO2, AO3, AO4. Text in Performance: Monologue 'Real' & Duologue 'Blood Brothers'
9	Ongoing	End of Autumn term Practical End of Spring term Practical End of Summer term Written and Practical	AO1, AO2, AO3. Devising: The Dramatic Elements, Staging in the Round, Realism in Performance AO1, AO2, AO3. Devising & Text in Performance: Physical Theatre AO1, AO2, AO3, AO4. Devising: Theatre in Education 'Identity & Self-Esteem'
10	Ongoing	End of Spring term Component 2 Practical End of Summer term Component 2 Devising Log	AO1, AO2. Devising: Characterisation and Skills of the Actor AO1, AO2, AO3, AO4. Devising: Theatre in Education 'Personal Development Curriculum' AO1, AO2, AO3, AO4. Devising: T.I.E. Understanding Drama & Text in Performance: 'Blood Brothers'

11	Ongoing	End of Autumn term Component 3 Extract 1 Practical End of Spring term Component 3 Extract 2 Practical	AO1, AO2, AO3, AO4. Text in Performance: Extract 1 'Hansel & Gretel' AO1, AO2, AO3, AO4. Text in Performance: Extract 2 'Hansel & Gretel' AO1, AO2, AO3, AO4. Understanding Drama: Component 1 Written Exam
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## Curriculum Sequencing

### Key Stage 3: Year 7 – Long Term Planning

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

### Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
<b>Knowledge</b>	Devising: Skills of the Actor	Devising: Mask in Performance	Text in Performance: Monologue 'Real' & Duologue 'Blood Brothers'

<b>Skills</b>	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.
<b>Subject specific vocabulary and key terms</b>	<ul style="list-style-type: none"> <li>• Vocal expression</li> <li>• Vocal Elements</li> <li>• Pitch</li> <li>• Pace</li> <li>• Tone</li> <li>• Volume</li> <li>• Exaggeration</li> <li>• Pause</li> <li>• Mannerism</li> <li>• Fourth wall</li> <li>• Dialogue</li> <li>• Mime</li> </ul>	<ul style="list-style-type: none"> <li>• Clocking the audience</li> <li>• Passing the focus</li> <li>• Gesture</li> <li>• Reference point</li> <li>• Focus Point</li> <li>• Trestle Masks</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways</li> <li>• Stage Positions</li> <li>• Staging</li> <li>• Interpretation</li> <li>• Line Learning</li> <li>• Interaction</li> </ul>

### Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
<b>Knowledge</b>	Devising: The Dramatic Elements, Staging in the Round, Realism in Performance	Devising & Text in Performance: Physical Theatre	Devising: Theatre in Education 'Identity & Self-Esteem'
<b>Skills</b>	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.
<b>Subject specific vocabulary</b>	<ul style="list-style-type: none"> <li>• Gothic Horror</li> <li>• In the round</li> <li>• Climax</li> <li>• Intensity</li> </ul>	<ul style="list-style-type: none"> <li>• Base</li> <li>• Flyer</li> <li>• Lifts</li> <li>• Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Proxemics</li> <li>• Theatre in Education (TiE)</li> <li>• Improvisation</li> <li>• Fourth wall</li> </ul>

<b>and key terms</b>	<ul style="list-style-type: none"> <li>• Suspense</li> <li>• Tension</li> <li>• Rising Action</li> <li>• Atmosphere</li> <li>• Stanislavski</li> <li>• Naturalism</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Weight Taking</li> <li>• Counterbalance</li> <li>• Resistance</li> <li>• Controlled</li> </ul>	<ul style="list-style-type: none"> <li>• Story line</li> <li>• Devised drama</li> <li>• Rehearsal</li> <li>• Epic Theatre</li> <li>• Brecht</li> </ul>
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### Key Stage 4 Year 10 – Long Term Planning, AQA GCSE Drama

	Autumn term	Spring term	Summer term
<b>Knowledge</b>	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’
<b>Skills</b>	Range of skills are demonstrated. <ul style="list-style-type: none"> <li>• Precision and effective delivery of skills deployed.</li> <li>• Appropriate, personal and sensitive interpretation of stimuli and context.</li> <li>• Success in communication of Artistic intentions.</li> </ul>	Range of skills are demonstrated. <ul style="list-style-type: none"> <li>• Precision and effective delivery of skills deployed.</li> <li>• Appropriate, personal and sensitive interpretation of stimuli and context.</li> <li>• Success in communication of Artistic intentions.</li> </ul>	Writing to Describe, Explain and Analyse skill delivery of the actor in contextual moment within both scripted drama and the component 2 devising log.
<b>Subject specific vocabulary and key terms</b>	<ul style="list-style-type: none"> <li>• Devising</li> <li>• Dynamics</li> <li>• Interaction</li> <li>• Improvisation</li> <li>• Gait</li> <li>• Pastiche</li> <li>• Caricature</li> </ul>	<ul style="list-style-type: none"> <li>• Blocking</li> <li>• Narrator</li> <li>• Transition</li> <li>• Epic Theatre</li> <li>• Fourth wall</li> <li>• Hot Seating</li> <li>• Monologue</li> <li>• Thought Tracking</li> <li>• Character Introduction</li> <li>• Brecht</li> </ul>	<ul style="list-style-type: none"> <li>• End On</li> <li>• In the Round</li> <li>• Promenade</li> <li>• Proscenium Arch</li> <li>• Thrust</li> <li>• Traverse</li> <li>• Proxemics</li> <li>• Stanislavski</li> <li>• Direction</li> <li>• Analyse</li> <li>• Developing and Understanding Character</li> </ul>

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

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