



Key Stage 3 Subject: Drama Head of Faculty: Miss Taylor Additional Drama Staff: Miss Holland

Statement of Curriculum Intent: The Dean Trust Drama curriculum intends to provide all pupils with inspirational and creative learning experiences, fostering a love of learning, discovering their talents and confidence. Pupils will embrace the power and purpose of Drama and find their own place within it.

Excellent teaching across a broad and balanced curriculum will give our pupils new knowledge of our world and new power to shape our future.

We believe academic ability is not fixed and that, through excellent teaching taking place within a purposeful, rigorous classroom culture, all pupils have what it takes to achieve success and reach their goals. We believe that every pupil can make excellent progress every day and master all the key ideas, information and examples that underpin our knowledge rich curricula over time.

The National Curriculum

Drama is a statutory part of English in the National Curriculum for England (2013). The Spoken Language section now reads as follows:

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.

This paragraph makes a clear statement that all children should learn through and about drama; describes drama as an artistic practice; and makes it clear that young people should be enabled to respond to theatre and performance. It is a first building block for teachers, drama and theatre professionals to base great teaching and learning on.

Other references in the curriculum document include:

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.

Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

LDA Drama Curriculum Aims

The LDA drama curriculum builds on the national curriculum and intends to inspire all pupils to appreciate and embrace the power and purpose of dramatic skill. The aim of the Drama curriculum is implemented through schemes of work that are differentiated at KS3 and include finer distinction within each unit for all year groups. There is an expectation that pupils will apply and understand appropriate drama vocabulary in their spoken and written evaluation and analyses. The curriculum allows opportunities for the investigation of techniques and development of skills through exploring a range of engaging stimuli, including the study of social issues; which are engaging and relevant to young people, whilst also setting Drama learning in real life situations. Curriculum planning and intent for Drama mirrors the Trust curriculum intent model by aiming to provide a curriculum, which is ambitious, and aspirational as well as allowing pupils to develop as global citizens through the acquisition of powerful knowledge while being health in mind, body and soul.

YEAR 7:

Rationale: At the start of Year 7, pupils focus on the introduction of the fundamental drama skills through the study of *Skill Development*. Pupils develop an understanding of the basic principles and purposes of Drama. This unit focuses on establishing routines, building relationships through games, small group/ whole class activities and it provides opportunity for pupils to develop the ability to work with others to create a performance. Once pupils have acquired the basic skills within drama, they move on to develop their understanding of how to effectively tell a story on stage via the *Storytelling* unit! Later, pupils study the unit of work, *Response to a Stimulus* which introduces a wider range of creative skills that are applied in response to a variety of different stimuli from the Roald Dahl story, 'The Twits'. During the *Abstract Theatre* unit, pupils explore Stage combat, fight craft or fight choreography. This is a specialised technique in theatre designed to create the illusion of physical combat without causing harm to the performers. It is employed in live stage plays. Stage combat is a great discipline for actors to learn because it prepares them for future roles that include a variety of emotions. *Script Work* is the final study of Year 7 providing a great literacy focus and allowing pupils to develop their knowledge and understanding of how to interpret a script. 'Matilda' the musical script, will be unpicked and pupils will investigate contrasting characters whilst looking at the use of voice and physical skills that complement the performance of the script.

Topic 1:

Topic Information: Basic Skill Development	Subject Content / Knowledge	Developing pupil's ability to work with others to create a performance for their Baseline Assessment
	Skills	Social skills, Drama Techniques (for example Tableau, Thought Track, Role play) and Character Skills (for example tone of voice, facial expression, gestures, movement etc.) Evaluation and reflective skills
	Assessment	To create and perform a performance using dramatic techniques for their baseline assessment

Topic 2:

Topic Information: Storytelling	Subject Content / Knowledge	Developing pupil's ability to tell a story via a range of dramatic skills and techniques
	Skills	Social skills, Drama Techniques (for example Tableau, Thought Track, Narration, Role play) and Character Skills (for example tone of voice, facial expression, gestures, movement etc.) Evaluation and Reflective skills
	Assessment	To create and perform a performance of a story

Topic 3:

Topic Information: Response to a Stimulus	Subject Content / Knowledge	Pupils to develop their ability to devise a performance from a range of stimuli
	Skills	Drama Techniques, Character Skills, structure. Evaluation and reflective skills
	Assessment	To create and perform a performance based on a stimulus

Topic 4:

Topic Information: Abstract Theatre	Subject Content / Knowledge	To develop pupils' ability to create a piece of abstract theatre
	Skills	Drama Techniques including Physical Theatre, Slow Motion, Mime, Choral Speaking, Repetition etc. Evaluation and Reflective skills
	Assessment	To create and perform a piece of Abstract Theatre.

Topic 5:

Topic Information: Script Work	Subject Content / Knowledge	To develop pupils' ability to explore a script
	Skills	Reading, understanding a script, character development, blocking. Evaluation and reflective skills
	Assessment	Performance of a scripted piece

YEAR 8:

Rationale: At the start of Year 8, pupils focus on recalling drama skills taught in Year 7, in addition to learning new drama skills through the study of *Skill Development*. Pupils further develop the ability to work with others to create a performance. Later on, pupils develop their understanding of how to effectively tell a story on stage via the *Storytelling* unit! Pupils will explore pantomimes at a fitting time of year. They will develop the knowledge of key charters/roles within a pantomime, the context of pantomimes and they will explore a variety of skills to effectively tell the story of a pantomime whilst interacting with their audiences by breaking down the fourth wall. Pupils will study the unit of work, *Response to a Stimulus* which further develops a wider range of creative skills that are applied in response to a variety of different physical stimuli. During the *Abstract Theatre* unit, pupils build on their Year 7 unit and further explore Stage combat, fight craft or fight choreography. This is a specialised technique in theatre designed to create the illusion of physical combat without causing harm to the performers. Pupils will apply the skills they develop whilst exploring real life topics and issues that occur in everyday life. *Script Work* is the final study of Year 8 providing a great literacy focus and allowing pupils to develop their knowledge and understanding of how to interpret a script and apply stage directions to their performances. Pupils will also gain knowledge of the staging terminology. To compliment the previous unit of work, pupils explore the abstract characters from the story, 'Charlie and the Chocolate Factory'.

Topic 1:

Topic Information: Basic Skill Development	Subject Content / Knowledge	Developing pupil's ability to work with others to create a performance for their Baseline Assessment
	Skills	Social skills, Drama Techniques (for example Tableau, Thought Track, Role play) and Character Skills (for example tone of voice, facial expression, gestures, movement etc.) Evaluation and reflective skills
	Assessment	To create and perform a performance using dramatic techniques for their baseline assessment

Topic 2:

Topic Information: Storytelling	Subject Content / Knowledge	Developing pupil's ability to tell a story via a range of dramatic skills and techniques
	Skills	Social skills, Drama Techniques (for example Tableau, Thought Track, Narration, Role play) and Character Skills (for example tone of voice, facial expression, gestures, movement etc.) Evaluation and Reflective skills
	Assessment	To create and perform a performance of a story

Topic 3:

Topic Information: Response to a Stimulus	Subject Content / Knowledge	Pupils to develop their ability to devise a performance from a range of stimuli
	Skills	Drama Techniques, Character Skills, structure. Evaluation and reflective skills
	Assessment	To create and perform a performance based on a stimulus

Topic 4:

Topic Information: Abstract Theatre	Subject Content / Knowledge	To develop pupils' ability to create a piece of abstract theatre
	Skills	Drama Techniques including Physical Theatre, Slow Motion, Mime, Choral Speaking, Repetition etc. Evaluation and Reflective skills
	Assessment	To create and perform a piece of Abstract Theatre.

Topic 5:

Topic Information: Script Work	Subject Content / Knowledge	To develop pupils' ability to explore a script
	Skills	Reading, understanding a script, character development, blocking. Evaluation and reflective skills
	Assessment	Performance of a scripted piece

YEAR 9:

Rationale: At the start of Year 9, pupils are introduced to a variety of Drama Practitioners with a focus on Brecht and Stanislavski. Different genres and drama techniques are explored, compared and applied to performances created by the pupils throughout the *Exploring Style/Genre/Practitioner* unit. *Script Work* is then further developed, recalling on skills and knowledge developed in previous years. The play 'Our Day Out' by Willy Russell will be explored, allowing pupils to delve into the characters and background of the script. Pupils will move on to study the unit of work, *Response to a Stimulus* which further develops a wider range of creative skills that are applied in response to a variety of different physical stimuli. Improvisation skills are key in this unit of work. During the second *Exploring Style/Genre/Practitioner* unit, pupils recall the fundamentals of the drama classroom allowing them to develop their existing understanding of the basic principles and purposes within Drama. Pupils focus on developing characterisation skills from year 7 and 8 and explore the context and additional techniques introduced by famous practitioners Stanislavski and Brecht. *Script Work* is the final study of Year 9 allowing pupils to develop their knowledge and understanding of the play, 'Blood Brothers' by Willy Russell. This play allows pupils to develop their local knowledge of Liverpool and gain an understanding of what Liverpool was like in the 1970s. Themes, context and characters will be explored in detail during this unit of work.

Topic 1:

Topic Information: Exploring Style/Genre/Practitioners	Subject Content / Knowledge	Developing pupil's understanding of a practitioner's drama conventions and techniques. Developing the pupil's ability to apply the drama conventions and techniques of the practitioner to their own work.
	Skills	Breaking down the forth wall, Naturalism, Direct Address, Multi-Role, Social skills, Drama Techniques including Tableau, Thought Track, Narration and Character Skills. Evaluation and reflective skills
	Assessment	To create a performance that applies the drama conventions and techniques of the practitioner to their own work.

Topic 2:

Topic Information: Script Work	Subject Content / Knowledge	To develop pupils ability to explore a script
	Skills	Reading, understanding a script, character development, blocking. Evaluation and reflective skills
	Assessment	Performance of a scripted piece

Topic 3:

Topic Information: Response to a Stimulus	Subject Content / Knowledge	For pupils to develop their ability to devise a performance from a range of stimuli
	Skills	Drama Techniques, Character Skills, structure. Evaluation and reflective skills
	Assessment	To create and perform a performance based on a stimulus

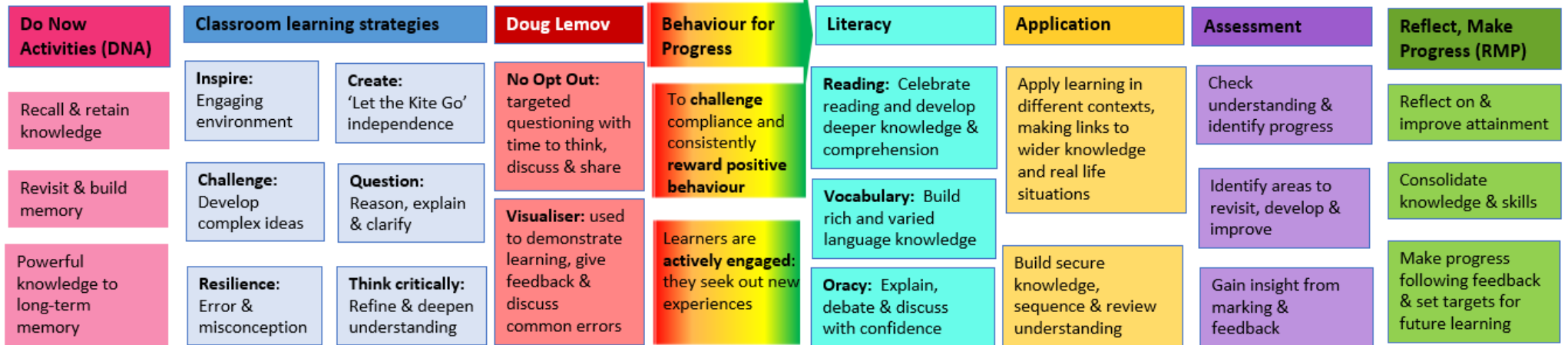
Topic 4:

Topic Information: Exploring Style/Genre/Practitioners	Subject Content / Knowledge	Developing pupil's understanding of a practitioner's drama conventions and techniques. Developing the pupil's ability to apply the drama conventions and techniques of the practitioner to their own work.
	Skills	TiE, Speaking Stage Directions, Direct Address, Audience participation, Muti-Role, Social skills, Drama Techniques and Character Skills. Evaluation and reflective skills
	Assessment	To create a performance that applies the drama conventions and techniques of the practitioner to their own work.

Topic 5:

Topic Information: Script Work	Subject Content / Knowledge	To develop pupils ability to explore a script
	Skills	Reading, understanding a script, character development, blocking. Evaluation and reflective skills
	Assessment	Performance of a scripted piece

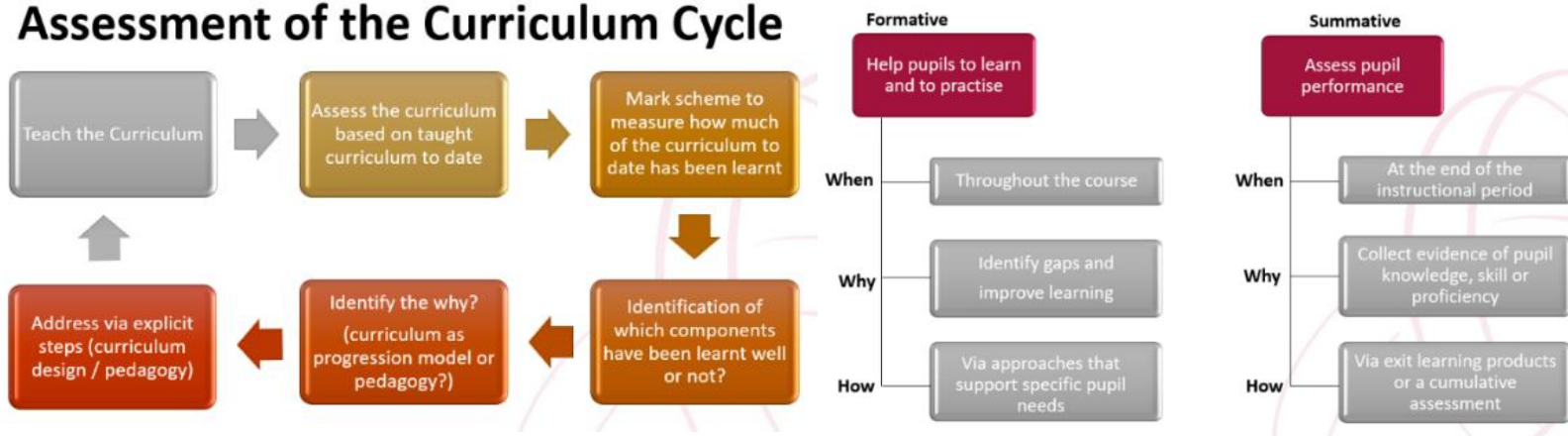
Whole School Pillars for Learning:



Assessment:

Assessment at Lord Derby Academy is designed to assess the intended curriculum. Assessments are formative and summative with a diagnostic approach to the assessments. Gaps in learning are addressed on a cyclical basis. Staff provide purposeful data analyses (whole school data capture 3x per year) that provides useful information about how well the intended curriculum is being delivered including for those with SEND and who are disadvantaged.

Assessment of the Curriculum Cycle



Pupils are assessed in **CREATING, RESEARCHING, PERFORMING** or **RESPONDING**.

All SOW's include the following skills and concepts:

- Working with others
- Working alone
- Adopting different roles within a group
- Evaluation of performance work (written / verbal, individual / group)
- Problem solving
- Pair work