

# Ian Ramsey CE Academy: Drama Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.					How we teach the curriculum	What we expect from the curriculum
	<p><i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p><b>The study of drama develops verbal and non-verbal, individual and group communication skills which are transferable skills for life. Drama enhances pupils artistic and creative abilities and gives them a better understanding of themselves and their world. Through an exploration of drama contexts relating to identity, societies, cultures, ideologies, gender, time and change, students are able to become more critically reflective members of the wider world. In Drama students are able to explore intellectual, social, physical, emotional and moral situations through learning which involves thought, feeling and action. Drama fosters self-discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.</b></p>						
YEAR 7	Setting	Designing		Planning		Delivering	
	<p><b>What:</b> Confidence, Communication and Collaboration</p> <p><b>What:</b> To build fundamental drama skills which include confidence, communication and collaboration which are essential to enhance pupils artistic and creative abilities in drama.</p> <p><b>Why now:</b> Drama is often not taught at KS1/KS2, so this embed the skills and knowledge required for further study. Also, an opportunity for pupils to build their confidence in a safe environment.</p>	<p><b>What:</b> Script: A Christmas Carol</p> <p><b>What:</b> Introduction to basic script work with a popular literature text which will also begin to develop pupil's basic vocal and physical skills.</p> <p><b>Why now:</b> The scheme links to the time of year and builds on pupils reading skills. Pupils will also get the opportunity to put a play script into practice before studying a Shakespearean play next term in English.</p>	<p><b>What:</b> Darkwood Manor</p> <p><b>What:</b> Pupils work on vocal skills allowing pupils to develop creative and artistic abilities having freedom to devise. Pupils explore mood and atmosphere in staging and performing.</p> <p><b>Why now:</b> This gives an opportunity for pupils to focus solely on their vocal skills learnt in the previous term. This will also prepare pupils for descriptive writing in English next half term.</p>	<p><b>What:</b> Mime</p> <p><b>What:</b> Greek theatre formed the earliest foundations of drama and performance. Pupils will focus on its exaggerated style and further develop their physical skills.</p> <p><b>Why now:</b> Gives pupils an opportunity to focus solely on their physical skills learnt in the previous term. Allows pupils to gain further depth and understanding of how to use their body to create a character.</p>	<p><b>What:</b> Charlie and the Chocolate Factory</p> <p><b>What:</b> To allow pupils to explore vocal and physical skills in an exaggerated state and explore the emotions linked to the seven deadly sins.</p> <p><b>Why now:</b> Pupils will use knowledge and skills that have been developed this year to over exaggerate their characterisation whilst exploring emotions through the seven deadly sins.</p>		<p><b>What:</b> Offers pupils the opportunity to see the 'bigger picture' as an introduction to design elements within drama and the important role that they place in a theatrical setting.</p> <p><b>Why now:</b> Performance elements and skills developed throughout the year will tie together with design elements and allow pupils to explore design work within the industry.</p>
YEAR 8	<p><b>What:</b> The Price of Fame</p> <p><b>What:</b> Pupils explore non-naturalistic drama skills and techniques. Pupils develop their devising skills using inspiration from the drama practitioner Bertolt Brecht.</p> <p><b>Why now:</b> Pupils expand their understanding of naturalistic and non-naturalist via the pioneering practitioners behind these styles.</p>	<p><b>What:</b> Titanic</p> <p><b>What:</b> Pupils explore stereotypes and will develop pupil's ability to bring 'page to stage' and use their skills to create exaggerated characters and scenarios.</p> <p><b>Why now:</b> Build on the basic script work completed in the Autumn term of year 7. Previous learning, working on their own devised work.</p>	<p><b>What:</b> Our Day Out</p> <p><b>What:</b> Pupils explore stereotypes and develop their ability to bring 'page to stage' and use skills to create exaggerated characters and scenarios.</p> <p><b>Why now:</b> Building on the script work completed Year 7. Pupils will develop their devised piece by contrasting this in analysing scripts to bringing 'page to stage'.</p>	<p><b>What:</b> Romeo and Juliet (Stage combat)</p> <p><b>What:</b> To equip pupils with the skills needed to use stage combat within their own work and explore the importance of this skill within the arts.</p> <p><b>Why now:</b> Stage combat is a new skill set which follows on from the exaggerated characters and scenarios built last half term.</p>	<p><b>What:</b> Script work</p> <p><b>What:</b> A sustained SOW over two half terms for pupils to explore script work and the concept of bringing 'page to stage' (a requirement of the GCSE)</p> <p><b>Why now:</b> Pupils have fully explored their vocal and physical skills this year and this now gives pupils an opportunity for them to put these skills into practice at the end of the academic year. This unit will also prepare pupils for year 9 and options early in the spring term.</p>	<p>The drama curriculum has been designed around key skills and techniques. These are embedded throughout the five-year curriculum and have a natural development throughout the years.</p> <p>Each year group follows a similar structure in order to allow pupils to practice their skills and use retrieval skills to further their learning. This includes starting each year with a basic skills and confidence building scheme, script work, the exploration of theatre roles and responsibilities and dramatists work.</p> <p>Assessments are often practical and formative and are sequenced throughout the year to allow a fluid approach to pupils learning.</p>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p><b>Formative Assessment</b></p> <p>This is used to provide information about what pupils know, understand and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Effective teacher feedback (written and verbal)</li> <li>• Peer feedback</li> <li>• Pupil self-assessment</li> </ul> <p><b>Summative Assessment</b></p> <p>This is also used at key points in each year to evaluation pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.</p>
	YEAR 9	<p><b>What:</b> Script: Teachers</p> <p><b>What:</b> Deep exploration of stereotypes and further development of pupils' ability to bring 'page to stage' and use their skills to create exaggerated characters and scenarios.</p> <p><b>Why now:</b> Pupils will further mature their analysis and interpretation of script. This is a contrast to last year's script and will challenge their confidence and collaboration with others.</p>	<p><b>What:</b> Physical Theatre</p> <p><b>What:</b> To further develop the physical skills learnt during KS3 and explore various physical theatre practitioners.</p> <p><b>Why now:</b> Physical theatre will build on the skills taught last half term and ensure pupils explore further theatre practitioners.</p>	<p><b>What:</b> Exploring Practitioners - War and Conflict</p> <p><b>What:</b> Studying a historical event to further explore and develop empathy in drama, practically explore liberation and gain a sense of empathy through learning about 'The Windermere Children', Anne Frank and Arek Hersh.</p> <p><b>Why now:</b> Whole school Holocaust Memorial focus, linking work across the curriculum as part of Holocaust memorial as reflective members of the wider world.</p>	<p><b>What:</b> Script: Blood Brothers</p> <p><b>What:</b> Pupils will study the play Blood Brothers which will allow them to consider the different aspects of drama they have developed and apply it to the studying of the play. They will consider characterisations, stagecraft and context when exploring the playwright's choices to convey meaning.</p> <p><b>Why now:</b> Pupils studied Blood Brothers in their English lessons in Year 8. These lessons will allow pupils to put their prior learning into practice with a specific focus on thought, feeling and action.</p>		

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Setting		Designing		Planning		Delivering			
Year 10 and Year 11	<b>What: Set text – Blood Brothers (practical)</b>	<b>What: Exploring Style and Genre</b>	<b>What: Set text – Blood Brothers (written)</b>	<b>What: Component 2 – Devising (40% of final GCSE)</b>					
	<b>What:</b> To draw upon styles and practitioners explored at KS3 and understand the importance of each practitioner's theory and be able to devise 'in the style of...'	<b>What:</b> Pupils will further explore the GCSE set text and engage in the written element of describing, analysing and evaluating a dramatist's work.	<b>What:</b> Pupils will further explore the GCSE set text and engage in the written element of describing, analysing and evaluating a dramatist's work.	<b>What:</b> Responding to the Non-Exam Assessment provided by AQA, pupils work on the process of: <ul style="list-style-type: none"> <li>• Creating devised drama</li> <li>• Performance of devised drama</li> <li>• Analysis and evaluation of own work</li> </ul>					
	<b>Why now:</b> Prepare pupils for GCSE devising unit next term and ensure they are familiar with various practitioner techniques in order to complete component 2 next half term.	<b>Why now:</b> Pupils will recap practical drama work of the set text in year 9 in order to complete the written element.	<b>Why now:</b> Pupils will recap practical drama work of the set text in year 9 in order to complete the written element.	<b>Why now:</b> AQA NEA GCSE drama exam.					
	<b>What: Set text – Blood Brothers</b>	<b>What: Component 3 – Performance from a text (20% of final GCSE)</b>		<b>What: Component 1- Understanding Drama (40% of overall GCSE)</b>	<b>What: Revision</b>				
	<b>What:</b> Pupils will further explore the GCSE set text and its context. This will be the last opportunity to build on their skills of describing, analysing and evaluating a dramatist's work before the written exam.	<b>What:</b> This component is a practical component in which pupils are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.  For this component pupils must complete two assessment tasks: <ul style="list-style-type: none"> <li>• study and present a key extract (monologue, duologue, or group performance)</li> <li>• study and present a second key extract (monologue, duologue, or group performance) from the same play.</li> </ul>		<b>What:</b> Pupils were unable to complete this component in year 10.	<b>What:</b> Pupils will use the time to revise for final written examination (Component 1 Understanding drama).				
	<b>Why now:</b> Final opportunity to develop skills of describing, analysing and evaluating before written examination and practical exam.	<b>Why now:</b> Must be completed in Year 11 before Component 1.		<b>Why now:</b> Must be complete before final written examination (Component 1 Understanding drama).					
				<p>The drama curriculum has been designed around key skills and techniques. These are embedded throughout the five-year curriculum and have a natural development throughout the years.</p> <p>Each year group follows a similar structure in order to allow pupils to practice their skills and use retrieval skills to further their learning. This includes starting each year with a basic skills and confidence building scheme, script work, the exploration of theatre roles and responsibilities and dramatists work.</p> <p>Assessments are often practical and formative and are sequenced throughout the year to allow a fluid approach to pupils learning.</p>			<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p><b>Formative Assessment</b> This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Effective teacher feedback (written and verbal)</li> <li>• Peer feedback</li> <li>• Pupil self-assessment</li> </ul> <p><b>Summative Assessment</b> This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.</p>		