

Key subject skills

A01	AO2	A03	A04
Create and develop ideas to communicate meaning for theatrical performance	Apply theatrical skills to realise artistic intentions in live performance.	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	Analyse and evaluate their own work and the work of others.

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.

Baseline expectations - Communicate in front of an audience, use literacy skills to create a script, use a stimulus to create a performance piece, analyse and evaluate their own work and the work of others.



Year 7	Year 8	Year 9	KS4 - Knowledge and understanding	KS4 - Skills
Students can: • use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers • read, write and perfom drama linked to the year 7 spoken English curriculum • identify the key physical and vocal skills needed to construct a character for performance • demonstrate acting skills in a performance • understand the conventions for delivering devised and scripted perfomances • critically evaluate theatre and its purpose for an audience	 Students can: speak confidently and effectively use Standard English confidently in a range of formal and informal contexts, including classroom discussion give short speeches and presentations, expressing their own ideas and keeping to the point participate in formal debates and structured discussions, summarising and/or building on what has been said improvise, rehearse and perform play scripts and poetry in order to generate language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 	Students can: • respond to drama, and know and understand characteristics of performance text(s) and dramatic work(s), including: • genre • structure • character • form and style • language • stage directions • use performance space and spatial relationships on stage • demonstrate vocal and physical interpretation of character	Students can: • respond to drama, and know and understand social, historical and cultural contexts including the theatrical conventions of the period in which the performance texts were created • how meaning is interpreted and communicated through: • performance conventions • relationships between performers and audience • the design of: set (including props), costume, lighting and sound • the drama and theatre terminology used by theatre makers and how to use it appropriately • the role of theatre makers in contemporary professional practice, including performer, director and designer	Students can: Students will acquire, develop and apply skills in: • creating and communicating meaning and realising artistic intention, in a live theatre context for an audience, through: • research • developing ideas • interpreting texts • devising • rehearsing • refining and amending work in progress • their contribution to the final performance • analysing and evaluating their own process of creating live theatre • analysis and evaluation of live theatre work by others

All these skills are developed and assessed through the disciplines of performer and/or designer.



prepares students leading and managing sizes including		DRAMAschool and sixth fo											- SCHOOL AND SIXTH FORM COLLEGE
7 Introduction to Drama Whole class performance of a matical theater piece. A01 A03 A04 A03 A04 A03 A04 A04 A03 A04 Links to prior Script Writing Performance add perform them to an audience. A01 A02 A04 A04 A03 A04 Links to prior Performance of a A02 A04 A01 A04 Links to prior A04 Links to prior Script Writing Processional Script Writing Performance of a advisor A01 A04 Links to prior Performance of a advisor Performance of a advisor A01 A02 Links to prior A04 Links to prior Script Writing Processional Script Writing Performance Projessional advisor Performance of a extract of a professional work to an audience A01 A03 Links to prior A05 Students current stills in all A05 How does this prepare students for future learning Links to prior A03 A04 Links to prior A03 Script Writing a realising this successfully through performance. A03 Reserved. A03 Reserved. A03 A03 Script Writing a realising this successfully through performing add performing play scripts in order to generate language and discussions. A03 Inks to prior A04 Working effectively in groups of different strasting und performing play sc		Autumn Spring Summer											
Drama performance of a piece. AO2 learning Performance from a stimula thear on a session of students current skills in all AOS AO2 performance. Script. extract of a more students for a character. AO2 Physical and vocal skills to create a character. AO2 Physical thear on audience. AO2 Physical and vocal skills to create a character. AO2 Physical thear on audience. AO2 Physical and vocal skills to create a character. AO2 Physical thear on audience. AO2 Physical and vocal skills to create a character. AO2 Physical thear on audience. AO2 Physical thear on audience. AO3 Script. extract of a more students for four eration and the performance. AO3 Script. extract of a more students for working for thur eration and managing discussions. AO3 Script. extract of a more students for working for thear sizes including leading and managing discussions. AO3 Script. extract of a more students for working for thear sizes including leading and managing discussions. AO3 Script. extract of a more students for working for thear sizes including leading and managing discussions. Improvising, rehearsing and performing part students for working for thear sizes including sense and meaning using rehear sing, performing and evaluating AO3 Each and the working for thear sizes including sense and meaning using rehear sing and performing and evaluati	Year	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
All AOs covered, All AOs covered, Prepares students for	Dr	ama	Whole class performance of a musical theatre piece.	AO1 AO2 AO3	learning This will provide a baseline assessment of students current skills in all AOs How does this prepare students for future learning? All AOs covered, prepares students for working collaboratively, Students understand the whole process of rehearsing, performing and		Students create their own script from a stimulus and perform them	A01 A02 A03	Physical and vocal skills to create a character. Constructing a narrative and realising this successfully through performance. Working effectively in groups of different sizes including leading and managing discussions. Improvising, rehearsing and performing play scripts in order to generate language and discuss use and meaning using role, intonation, tone, volume, mood, silence, stillness and action to add impact. How does this prepare students for future learning? All AOs covered, prepares students for working collaboratively, Students understand		Performance of an extract of a professional work	A01 A02 A03	learning Physical and vocal skills to create a character. Constructing a narrative and realising this successfully through performance. Working effectively in groups of different sizes including leading and managing discussions. Improvising, rehearsing and performing play scripts in order to generate language and discuss use and meaning using role, intonation, tone, volume, mood, silence, stillness and action to add impact. How does this prepare students for future learning? All AOs covered, prepares students for working collaboratively, Students understand



					DRAMA	r					JEROGE RAD SAME FORM COLL
8 Physical Theatre	Performance of a Physical Theatre Piece using song lyrics as a stimulus. Evaluation of live theatre in this genre.	A01 A02 A03	Links to prior learning Further exploration of physical skills. Working effectively in groups of different sizes including leading and managing discussions. Improvising, rehearsing and performing using physical skills referenced in the GCSE Specification. Sense of special awareness, physical strength and coordination.	Set Text - Blood Brothers	Assessment 1 - performance of an extract of Blood Brothers Assessment 2 Written - GCSE style questions relating to costume, set, performing a line of text and special awareness of characters on stage.	A01 A02 A03	Links to prior learning Further exploration of physical and vocal skills. Working effectively in groups of different sizes including leading and managing discussions. Responding in a variety of different contexts and evaluating content and viewpoints.	Devising Thematic	Perform scenes from a given stimulus to an audience.	AO1 AO2 AO3	Links to prior learning Physical and vocal skills to create a character. Constructing a narrative and realising this successfully through performance. Working effectively in groups of different sizes including leading and managing discussions. Improvising, rehearsing and performing play scripts in order to generate language and discuss use and meaning using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
9 Devising	Creation and	<u>A04</u>	How does this prepare students for future learning? All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating, rehearsing, performing and evaluating	Scripted	Performance of an	<u>A04</u>	How does this prepare students for future learning? All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating a script, rehearsing, performing and evaluating	Theatre in	Performance to a	A04	How does this prepare students for future learning? All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating a script, rehearsing, performing and evaluating
Thematic	performance of their own script from a stimulus	A02 A03	learning Physical and vocal skills to create a character.	Performance of a Published Play	extract of a professional work to an audience	A02 A03	Physical and vocal skills to create a character. Constructing a narrative and	Education	brief - aimed at a specific target audience.	A02	learning Physical and vocal skills to create a character.



					DRAMA						-SCHOOL AND SIXTH FORM COLLEGE
Live Theatre - Billy Elliot	Write a live theatre review of professional live performance	A04	Constructing a narrative and realising this successfully through performance. Working effectively in groups of different sizes including leading and managing discussions. Improvising, rehearsing and performing play scripts in order to generate language and discuss use and meaning using role, intonation, tone, volume, mood, silence, stillness and action to add impact.			A04	realising this successfully through performance. Working effectively in groups of different sizes including leading and managing discussions. Improvising, rehearsing and performing play scripts in order to generate language and discuss use and meaning using role, intonation, tone, volume, mood, silence, stillness and action to add impact. How does this prepare students for			A04	Constructing a narrative and realising this successfully through performance. Working effectively in groups of different sizes including leading and managing discussions. Improvising, rehearsing and performing play scripts in order to generate language and discuss use and meaning using role, intonation, tone, volume, mood, silence, stillness and action to add impact
			for future learning? All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating, rehearsing, performing and evaluating				future learning? All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating a script, rehearsing, performing and evaluating				future learning? AO1,2 and 4 covered - GCSE Specification Component 2. This will prepare students for GCSE course.
Component 2 Devising Thematic	Creation and performance of a monologue script from a stimulus.	A01 A02	Links to prior learning Students use previous Devising and script writing knowledge from KS3 to create a performance.	Component 1 and 3 Blood Brothers	Exam style questions - Section B of the paper Q1-4. Performance of scripted Assessment - Mock for component 3	A01 A02	Links to prior learning Revisiting KS3 Set work applying GCSE questions and Component 3 assessment criteria.	Component 2 - Devising Black Mirror	Devised Performance. Three Devising Logs Component 2: Devising drama This is a practical component in which students	A01 A02 A03	Links to prior learning Developing Students use previous Devising and script writing knowledge create a performance



D	ĸ	А	М	Δ

						DRAMA						-SCHOOL AND SIXTH FORM COLLEG
		Exam style questions - Section B of the paper Q1-4.		Revisiting KS3 Set work applying GCSE questions and Component 3 assessment criteria.				Students use previous Devising and script writing knowledge create a performance Corroborate evaluation skills for the logs.		are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance		Corroborate evaluation skills for the logs.
	Component 1	Performance of	A03	How does this	Component 2 -	Devised	AO3	How does this		(AO1), apply	A04	How does this
	and 3	scripted		prepare students	Devising Black	Performance.		prepare students for		theatrical skills to		prepare students for
	Blood Brothers	rs Assessment - Mock for component 3	A04	for future learning? Practice for Component 2 worth 40% of final exam. Practice for Component 3 worth 20% of final exam.	Mirror	Three Devising Logs	A04	future learning? Practice for Component 2 worth 40% of final exam. Practice for Component 3 worth 20% of final exam.		realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4). Component 2 constitutes 40% of the GCSE.		future learning? Practice for Component 2 worth 40% of final exam. Practice for Component 3 worth 20% of final exam.
11	Component 2 - Essays	Final exam essays for Component 2		Links to prior learning	Component 3 - external exam	Two extracts of Script - external		Links to prior learning	Revision for Component 1	GCSE Examination Component 1:		Links to prior learning
	LSSays	for component 2		carning	externatexam	examiner		As for Blood	component	Understanding		cearning
			Developing Students use previous Devising and script writing to corroborate evaluation skills for the essays. Students analyse and evaluate a live theatre performance scene.		Component 3: Texts in practice This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live		Brothers.		drama This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a		All areas of Component 1 revisited ready for the final exam	
	Component 1	Exam Questions -		How does this		performance		How does this		set play and on their ability to		How does this
	Live Theatre Se	Section C	for fu	prepare students for future learning? Exam paper Section C	earning?	(AO2). Component 3 constitutes 20% of the GCSE.		prepare students for future learning? Exam - Component 3 and 1. Both of which are relevant preparation for A level		their ability to analyse and evaluate the live theatre work of others (AO4). Component 1 constitutes 40% of the GCSE.		prepare students for future learning?