

Longcroft School departmental curriculum overview

DRAMA

Key subject skills

AO1	AO2	AO3	AO4
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:

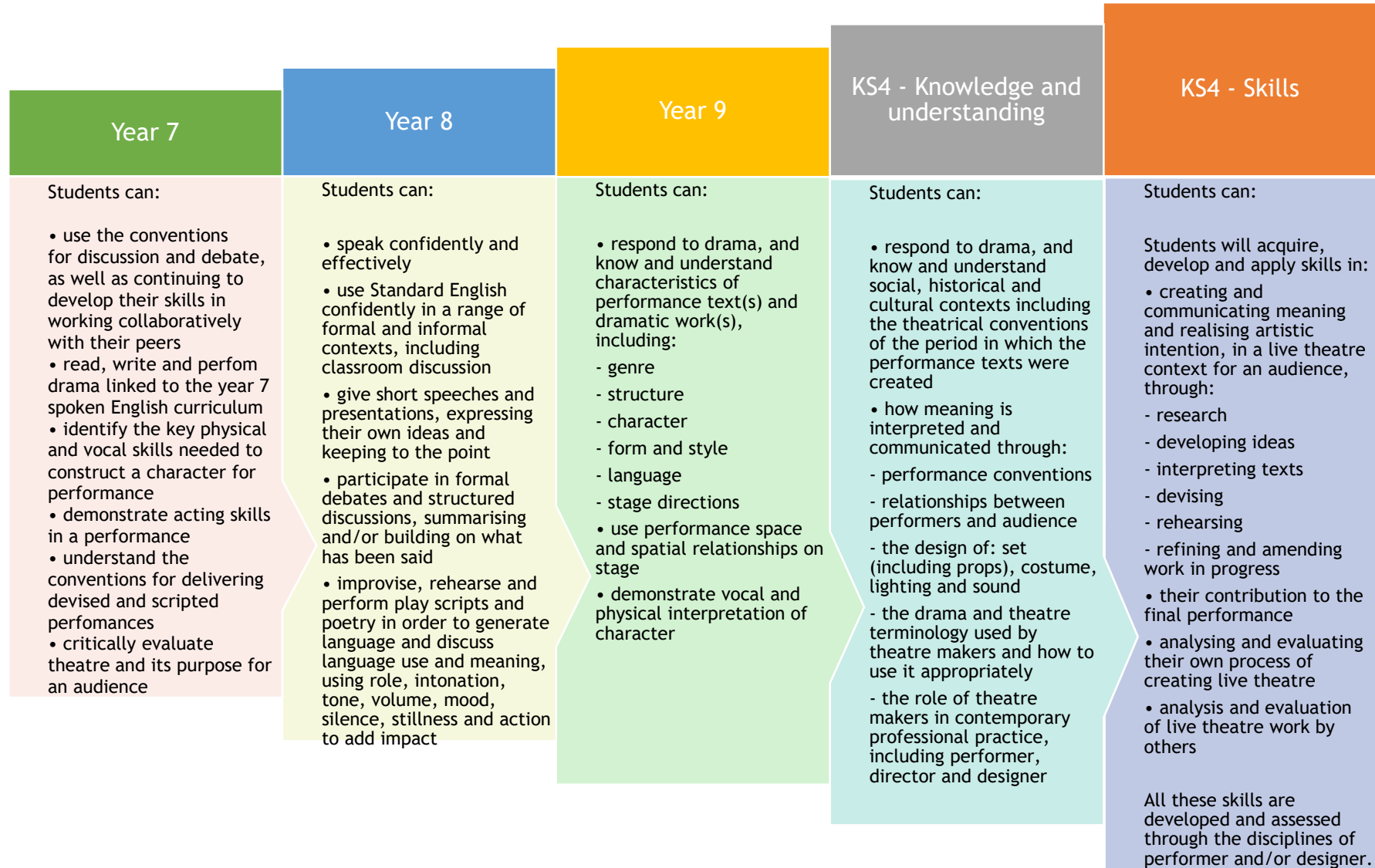
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives 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.

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Year	Autumn				Spring				Summer			
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	Introduction to Drama	Whole class performance of a musical theatre piece.	AO1 AO2 AO3 AO4	<p>Links to prior learning</p> <p><i>This will provide a baseline assessment of students current skills in all AOs</i></p>	Script Writing Performance	Students create their own script from a stimulus and perform them to an audience.	AO1 AO2	<p>Links to prior learning</p> <p><i>Physical and vocal skills to create a character. Constructing a narrative and realising this successfully through performance.</i></p>	Professional Script	Performance of an extract of a professional work to an audience	AO1 AO2	<p>Links to prior learning</p> <p><i>Physical and vocal skills to create a character. Constructing a narrative and realising this successfully through performance.</i></p>
	Pantomime	Group performance pieces in pantomime style.		<p>How does this prepare students for future learning?</p> <p><i>All AOs covered, prepares students for working collaboratively, Students understand the whole process of rehearsing, performing and evaluating</i></p>			AO3	<p><i>Working effectively in groups of different sizes including leading and managing discussions.</i></p> <p><i>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.</i></p>			AO3	<p><i>Working effectively in groups of different sizes including leading and managing discussions.</i></p> <p><i>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.</i></p>
							AO4	<p>How does this prepare students for future learning?</p> <p><i>All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating a script, rehearsing, performing and evaluating</i></p>			AO4	<p>How does this prepare students for future learning?</p> <p><i>All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating a script, rehearsing, performing and evaluating</i></p>



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8	Physical Theatre	Performance of a Physical Theatre Piece using song lyrics as a stimulus. Evaluation of live theatre in this genre.	A01	Links to prior learning <i>Further exploration of physical skills. Working effectively in groups of different sizes including leading and managing discussions.</i> <i>Improvising, rehearsing and performing using physical skills referenced in the GCSE Specification. Sense of special awareness, physical strength and coordination.</i>	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	Links to prior learning <i>Further exploration of physical and vocal skills. Working effectively in groups of different sizes including leading and managing discussions.</i> <i>Responding in a variety of different contexts and evaluating content and viewpoints.</i>	Devising Thematic	Perform scenes from a given stimulus to an audience.	A01	Links to prior learning <i>Physical and vocal skills to create a character. Constructing a narrative and realising this successfully through performance.</i> <i>Working effectively in groups of different sizes including leading and managing discussions.</i> <i>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.</i>
			A02				A02				A02	
			A03				A03				A03	
			A04				A04				A04	
9	Devising Thematic	Creation and performance of their own script from a stimulus	A01	Links to prior learning <i>Physical and vocal skills to create a character.</i>	Scripted Performance of a Published Play	Performance of an extract of a professional work to an audience	A01	Links to prior learning <i>Physical and vocal skills to create a character. Constructing a narrative and</i>	Theatre in Education	Performance to a brief - aimed at a specific target audience.	A01	Links to prior learning <i>Physical and vocal skills to create a character.</i>
			A02				A02				A02	
			A03				A03				A03	



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	Live Theatre - Billy Elliot	Write a live theatre review of professional live performance		<p><i>Constructing a narrative and realising this successfully through performance.</i></p> <p><i>Working effectively in groups of different sizes including leading and managing discussions.</i></p> <p><i>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.</i></p>			<p><i>realising this successfully through performance.</i></p> <p><i>Working effectively in groups of different sizes including leading and managing discussions.</i></p> <p><i>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.</i></p>			<p><i>Constructing a narrative and realising this successfully through performance.</i></p> <p><i>Working effectively in groups of different sizes including leading and managing discussions.</i></p> <p><i>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.</i></p>		
			A04	How does this prepare students for future learning? <i>All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating, rehearsing, performing and evaluating</i>		A04	How does this prepare students for future learning? <i>All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating a script, rehearsing, performing and evaluating</i>		A04	How does this prepare students for future learning? A01,2 and 4 covered - GCSE Specification Component 2. This will prepare students for GCSE course.		
10	Component 2 Devising Thematic	Creation and performance of a monologue script from a stimulus.	<p>A01</p> <p>A02</p>	<p>Links to prior learning</p> <p><i>Students use previous Devising and script writing knowledge from KS3 to create a performance.</i></p>	Component 1 and 3 Blood Brothers	<p>Exam style questions - Section B of the paper Q1-4.</p> <p>Performance of scripted Assessment - Mock for component 3</p>	<p>A01</p> <p>A02</p>	<p>Links to prior learning</p> <p><i>Revisiting KS3 Set work applying GCSE questions and Component 3 assessment criteria.</i></p>	Component 2 - Devising Black Mirror	<p>Devised Performance. Three Devising Logs</p> <p>Component 2: Devising drama This is a practical component in which students</p>	<p>A01</p> <p>A02</p> <p>A03</p>	<p>Links to prior learning</p> <p><i>Developing Students use previous Devising and script writing knowledge create a performance</i></p>



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	Component 1 and 3 Blood Brothers	Exam style questions - Section B of the paper Q1-4. Performance of scripted Assessment - Mock for component 3	<p>Revisiting KS3 Set work applying GCSE questions and Component 3 assessment criteria.</p> <p>A03 How does this prepare students for future learning?</p> <p>A04 Practice for Component 2 worth 40% of final exam. Practice for Component 3 worth 20% of final exam.</p>	Component 2 - Devising Black Mirror	Devised Performance. Three Devising Logs	<p>A03 How does this prepare students for future learning?</p> <p>A04 Practice for Component 2 worth 40% of final exam. Practice for Component 3 worth 20% of final exam.</p>	<p>Students use previous Devising and script writing knowledge create a performance</p> <p>Corroborate evaluation skills for the logs.</p>	are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4). Component 2 constitutes 40% of the GCSE.	<p>AO4 Corroborate evaluation skills for the logs.</p> <p>How does this prepare students for future learning?</p> <p>Practice for Component 2 worth 40% of final exam. Practice for Component 3 worth 20% of final exam.</p>
	11	Component 2 - Essays	Final exam essays for Component 2	<p>Links to prior learning</p> <p>Developing Students use previous Devising and script writing to corroborate evaluation skills for the essays.</p> <p>Students analyse and evaluate a live theatre performance scene.</p>	Component 3 - external exam	<p>Two extracts of Script - external examiner</p> <p>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 performance (AO2).</p> <p>Component 3 constitutes 20% of the GCSE.</p>	<p>Links to prior learning</p> <p>As for Blood Brothers.</p>	Revision for Component 1	<p>GCSE Examination Component 1: Understanding 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 set play and on their ability to analyse and evaluate the live theatre work of others (AO4).</p> <p>Component 1 constitutes 40% of the GCSE.</p>
	Component 1 Live Theatre	Exam Questions - Section C	<p>How does this prepare students for future learning? Exam paper Section C</p>			<p>How does this prepare students for future learning? Exam - Component 3 and 1. Both of which are relevant preparation for A level</p>			