

Longcroft School Curriculum Overview
DRAMA



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

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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 pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils 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 pupils’ 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.

Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ 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.

Aims

The Longcroft School and Sixth Form curriculum for drama aims to ensure that all pupils:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance • contribute as an individual to a theatrical performance

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- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices

Subject Curriculum Vision

A commitment to enrich, education and entertain through a passion for Drama using tolerance and empathy to create a safe learning environment to express themselves and achieve.

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

Great Heart

To create a safe learning environment where pupils are encouraged to collaborate and grow in confidence each lesson. Opportunities to build relationships, develop social skills and be creative in their learning of the Arts are at our core.

Great Thought

To learn, develop and apply their Drama skills through devising, performance appreciation of different styles and practitioners

Great Vision

To enrich the lives of young people through the exploration of a diverse curriculum, having a full appreciation of the historical and cultural influences.

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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.

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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 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 7	Year 8	Year 9	KS4 - Knowledge and understanding	KS4 - Skills
<p>Students can:</p> <ul style="list-style-type: none"> • use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers • read, write and perform 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 performances • critically evaluate theatre and its purpose for an audience 	<p>Students can:</p> <ul style="list-style-type: none"> • 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 and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 	<p>Students can:</p> <ul style="list-style-type: none"> • respond to drama, and know and understand characteristics of performance text(s) and dramatic work(s), including: <ul style="list-style-type: none"> - genre - structure - character - form and style - language - stage directions • use performance space and spatial relationships on stage • demonstrate vocal and physical interpretation of character 	<p>Students can:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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 	<p>Students will acquire, develop and apply skills in:</p> <ul style="list-style-type: none"> • creating and communicating meaning and realising artistic intention, in a live theatre context for an audience, through: <ul style="list-style-type: none"> - 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 <p>All these skills are developed and assessed through the disciplines of performer and/or designer.</p>



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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.	A01 A02 A03 A04	Links to prior learning <i>This will provide a baseline assessment of students current skills in all AOs</i>	Script Writing Performance	Students create their own script from a stimulus and perform them to an audience.	A01 A02	Links to prior learning <i>Physical and vocal skills to create a character. Constructing a narrative and realising this successfully through performance.</i>	Professional Script	Performance of an extract of a professional work to an audience	A01 A02	Links to prior learning <i>Physical and vocal skills to create a character. Constructing a narrative and realising this successfully through performance.</i>
	Pantomime	Group performance pieces in pantomime style.		How does this prepare students for future learning? <i>All AOs covered, prepares students for working collaboratively, Students understand the whole process of rehearsing, performing and evaluating</i>			A03	<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>			A03	<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>
							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? <i>All AOs covered, prepares students for working collaboratively, Students understand the whole process of creating a script, rehearsing, performing and evaluating</i>



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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		
				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>				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>			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>	
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>		
			AO4	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>			AO4	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>		AO4	How does this prepare students for future learning? AO1,2 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>AO1</p> <p>AO2</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>AO1</p> <p>AO2</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>AO1</p> <p>AO2</p> <p>AO3</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</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>	Corroborate evaluation skills for the logs.	
	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	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). Component 1 constitutes 40% of the GCSE.	<p>Links to prior learning</p> <p>All areas of Component 1 revisited ready for the final exam</p>	How does this prepare students for future learning?
	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>					

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Enrichment Opportunities

Key stage	
KS3	<ul style="list-style-type: none"> • Dance Club – after school • Annual school musical theatre production
KS4	<ul style="list-style-type: none"> • Dance Club – after school • Annual school musical theatre production • Theatre visits • Lunch and after school drop in sessions for mentoring practical exams • Performing Arts Nights performances
KS5	<ul style="list-style-type: none"> • Dance Club – after school • Annual school musical theatre production • Theatre visits • Lunch and after school drop in sessions for mentoring practical exams • Performing Arts Nights performances • Dance – Drop in sessions for performances lunch and after school