

# Curriculum Intent Framework



<b>Subject:</b>	<b>Drama</b>
<b>Subject Curriculum Vision:</b>	<p>We are committed to providing high quality drama for all students. We are fully committed to providing opportunities to be creative and to be pushed and challenged across students' seven-year journey. The ultimate intent is to allow students to have the skills, knowledge and wisdom to 'Master' their subject and become drama practitioners over their 7-year journey.</p> <p>In the development of the whole person the chance to explore, challenge, experience, see things from different perspectives, analyze and explore the world around them is vital. The curriculum in drama is founded on the idea that students can develop into young practitioners. Schemes are created to increase difficulty and vary to challenge across key stages and allow students to progress. Included are chances to explore moral We also are fully committed to an extensive extra- curricular experience for students. We are focused on giving students an authentic experience in how theatre is developed and made in different contexts.</p> <p>In KS3 Term 3a and b is focussed on studying a set text. The skills required in the text are chosen to allow students to develop their literacy and make clear connections to their previous learning. This is a chance for the students to revisit and use the skills.</p> <p>For the year 2023-24 we have a link with our local theatre Storyhouse allowing us a clear connection to the industry as part of the Storyhouse schools project allowing us to work with a Storyhouse practitioner and allow us access to the theatre.</p>

## Core Subject Values:

<b>Dignity and Respect</b>	<p>As a department we are committed to ensuring that students consistently take pride in their learning. We encourage students to see challenge as a positive thing. We push students to progress and see value in making progress. Expectations in the quality of work produced from lesson to lesson are high allowing students to gain the pride that working hard at something achieved.</p> <p>We are consistent in our approach to respecting others' opinions and work in performance. We teach the students the language of evaluation to enable constructive peer feedback which allows students to allow each other to progress. Discussion is often at the heart of lessons and this is done in a structured way allowing opinions to be voiced but also challenged in a way that enhances healthy debate. Drama is about helping students find themselves and the world around them. We use the Learning attitudes and character traits to reward student and frame the expectations in lessons.</p>
<b>Wisdom, Knowledge and Skills</b>	<p>Our curriculum is created to ensure that students are challenged throughout all key stages. There is a clear sense of progression built into schemes. All of the schemes are based on the skills students need to know to access the industry and included schemes exploring the wider technical aspects of theatre giving the students an insight into the wider jobs in the theatre.</p> <p>All learning aims to allow the students to be introduced to different aspects of the theatre. This builds from year 7 through to year 13.</p> <p>Throughout KS3 students are introduced to the Dramatic techniques used in the theatre. This increases in challenge as the years progress. In addition to the teaching of dramatic techniques we are also developing the student's creative capacity, teaching them to be Collaborative, inquisitive, persistent, imaginative and disciplined. All fundamental to the workplace. The Mastery of the subject is important as the ultimate goal is to ensure students have the skills to be successful drama practitioners.</p> <p>Wider skills are also focused on in terms of the students being able to show resilience/group work/ leadership.</p>
<b>Hope and Aspiration</b>	<p>The Drama department are committed to allowing students to see that they are capable of the highest standards. Lessons are planned to involve and challenge all students. All lessons are planned to allow students to achieve the highest level possible for that student. We want students to see how drama can impact them beyond the curriculum and see how it can impact them across the whole school.</p> <p>We want students to be pushed and challenged to succeed not just in drama but beyond. We want students to recognize the importance of self-worth and hard work. Resilience is key to this and allowing students to see the value in hard work and commitment. Our extra-curricular work is fundamental to this providing student with authentic experiences, working at an industry standard pushing them to the highest level. The aim is to allow students to see that they can push beyond what they think they are capable of.</p>
<b>Extra-curricular provision</b>	<p>The Department deliver a number of different extracurricular opportunities throughout the year, and these are now well established.</p> <p>Year 7 and 8 _ Pre Assemble. A theatre company that run bespoke performances in the local community throughout the year including performances at Chester Cathedral, local primary schools, Shakespeare festivals.</p> <p>Year 9 – Assemble. A theatre company set up as a progression to Pre Assemble. Students take on more challenging topics focusing on TIE (Theatre in Education) Performances in the past have included working with local charities such as Young Minds, Save the children, Young Carers. We also perform at our local theatre Storyhouse each year at the 'Womans Festival'.</p> <p>Year 10-13 National connections festival <a href="https://www.nationaltheatre.org.uk/learn-explore/young-people/connections/">https://www.nationaltheatre.org.uk/learn-explore/young-people/connections/</a></p> <p>Whole school production</p>

# KS3

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	<p><b><u>The Basics of Drama</u></b> Students introduced to the basic skills of storytelling.</p>	<p><b><u>A Christmas Carol</u></b> An introduction to character and narrative.</p>	<p><b><u>The Tempest</u></b> Exploration of Shakespeare's final masterpiece. Status. Script. Relationships. Slow motion. Structure.</p>	<p><b><u>Washbrook</u></b> Exploring community and environmental issues.  Detailed character development Spontaneous improvisation/improvisation Teacher in Role Tension</p>	<p><b><u>Cloudbusting by Helen Blakeman</u></b>  Exploring/analysing and performing a full text.</p>	<p><b><u>Cloudbusting by Helen Blakeman</u></b>  Exploring/analysing and performing a full text.</p>
<b>Year 8</b>	<p><b><u>Creating theatre from History (WW2 evacuation)</u></b> Developing drama from History Realism Defining characters Using research in performance Cross Cutting Making the audience feel emotion</p>	<p><b><u>Silent Movies</u></b> Advanced Mime Slapstick comedy Double acts Keystone Cops Cliffhangers Challenging the conventions of the silent movie styl</p>	<p><b><u>Exploring Comedy</u></b> Script work Different types of Comedy Commedia Pantomime Monologues Word play</p>	<p><b><u>Exploring the use of space in Drama.</u></b>  Exploring how to use:  In the round Traverse Thrust Promenade  Students will have the chance to experiment with how different staging can impact an audience.  AI</p>	<p><b><u>Script Scheme (A Monster Calls/Cloud busting)</u></b>  Exploration of a whole text. Exploration of character and style. Page to stage Dramatic skills used and impact. Using space Non-verbal communication Voice Ensemble Production values</p>	<p><b><u>Script Scheme (A Monster Calls/Cloud busting)</u></b>  Exploration of a whole text. Exploration of character and style. Page to stage Dramatic skills used and impact. Using space Non-verbal communication Voice Ensemble Production values</p>
<b>Year 9</b>	<p><b><u>Blood Brothers (Script)</u></b> Exploring/analyzing a text</p>	<p><b><u>Blood Brothers (Script)</u></b> Exploring/analyzing a text</p>	<p><b><u>Multi Role Play</u></b> Students will explore how they can play multiple characters in a</p>	<p><b><u>Devising from a Stimuli</u></b>  Students will explore how they can devising from a stimuli and create theatre</p>	<p><b><u>DNA (Scripted Technical Theatre)</u></b>  Exploration of subtext SMSC</p>	<p><b><u>DNA (Scripted)</u></b>  Exploration of subtext SMSC</p>

	<p>Character development  Staging  Social context  The role of a director/designer  Preparing for a written exam  Structure  SMSC</p>	<p>Character development  Staging  Social context  The role of a director/designer  Preparing for a written exam  Structure  SMSC</p>	<p>performance successfully.   Thet will explore improvisation and script work in this unit.</p>	<p>They will create a piece using several theatrical techniques and learn about making work for a specific target audience.</p>	<p>Detailed exploration of the process of moving from page to stage  Use of space (Proxemics)  Developing relationships on stage   Students will also explore the use of Costume/Lighting/set design to impact an audience.</p>	<p>Detailed exploration of the process of moving from page to stage  Use of space (Proxemics)  Developing relationships on stage   Students will also explore the use of Costume/Lighting/set design to impact an audience.</p>
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# KS4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><b><u>Introduction to GSCE Drama (devising). Baseline assessment</u></b></p> <p>Devising form a stimuli. Writing in drama (1000-word essay) Exploration of skills needed for effective storytelling.</p>	<p><b><u>Introduction to written examination (Find Me by Olwyn Wymark) Performance and Response</u></b></p> <p>Reading and analyzing a text. Exploration of dramatic conventions and techniques Developing a detailed understanding of character The role of a director Staging SMHC Preparing for PPE Evaluation of Live Performance</p>	<p><b><u>Introduction to written examination (Find Me by Olwyn Wymark) Performance and Response</u></b></p> <p>Reading and analyzing a text. Exploration of dramatic conventions and techniques Developing a detailed understanding of character The role of a director Staging SMHC Preparing for PPE Evaluation of Live Performance</p>	<p><b><u>Devising drama (Actual exam. 30% of final mark)</u></b></p> <p>Exam paper launched with students</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Development</li> <li>• Evaluation</li> </ul> <p>Students developing and rehearsing final devised piece for examination</p>	<p><b><u>Devising drama (Actual exam. 30% of final mark)</u></b></p> <p>Exam paper launched with students</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Development</li> <li>• Evaluation</li> </ul> <p>Students developing and rehearsing final devised piece for examination</p>	<p><b><u>Devising drama (Actual exam. 30% of final mark)</u></b></p> <p>Exam paper launched with students</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Development</li> <li>• Evaluation</li> </ul> <p>Students developing and rehearsing final devised piece for examination</p>

<p><b>Year 11</b></p>	<p><b><u>Completion of Devising Unit and Coursework.</u></b></p> <p>Students finishing and redrafting coursework for Devising Unit.</p>	<p><b><u>Presenting and Performing text (30% of final mark)</u></b></p> <p>Exploring whole play Exploring the challenges this text brings. Developing an artistic vision Completing concept pro forma Development of two extracts for visiting examiner.</p>	<p><b><u>Presenting and Performing text (30% of final mark)</u></b></p> <p>Exploring whole play Exploring the challenges this text brings. Developing an artistic vision Completing concept pro forma Development of two extracts for visiting examiner.</p>	<p>Return to Performance and response <b><u>(Find Me by Olwyn Wymark)</u></b></p> <p>Detailed exploration of key scenes. Exploration of space Practice questions and language of the examination Practice papers with feedback.</p> <p>Live theatre review</p>	<p>Return to Performance and response <b><u>(Find Me by Olwyn Wymark)</u></b></p> <p>Detailed exploration of key scenes. Exploration of space Practice questions and language of the examination Practice papers with feedback.</p> <p>Live theatre review</p>	<p>Return to Performance and response <b><u>(Find Me by Olwyn Wymark)</u></b></p> <p>Final revision and question papers.</p>
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# KS5

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 12</b>	<p><b><u>History of Theatre</u></b></p> <p>Exploration of theatres rich history and the balance between Theatrical style and context.</p>	<p><b><u>Practitioners in Practice</u></b> (Practitioner 1 exploration)</p> <p>Introduction to style. Workshops. Practical exploration. Reflection Essay writing.</p>	<p><b><u>Practitioners in Practice</u></b> (Practitioner 2 and text exploration)</p> <p>Introduction to style. Workshops. Practical exploration. Reflection Essay writing.</p>	<p><b><u>Deconstructing text and Analysing Performance</u></b> exploration (Written exams)</p> <p>Developing a rich understanding of the set texts</p> <p>The role of the Actor/Director and technical aspects of theatre.</p> <p>Live theatre review</p>	<p><b><u>Deconstructing text and Analysing Performance</u></b> exploration (Written exams)</p> <p>Developing a rich understanding of the set texts</p> <p>The role of the Actor/Director and technical aspects of theatre.</p> <p>Live theatre review</p>	<p><b><u>Deconstructing text and Analysing Performance</u></b> exploration (Written exams)</p> <p>Developing a rich understanding of the set texts</p> <p>The role of the Actor/Director and technical aspects of theatre.</p> <p>Live theatre review</p>
<b>Year 13</b>	<p><b><u>Practitioners in Practice. Devising Theatre</u></b></p> <p>Development of an original piece of theatre using knowledge gained in earlier parts of the course.</p> <p>Essay completed.</p>	<p><b><u>Practitioners in Practice. Devising Theatre</u></b></p> <p>Development of an original piece of theatre using knowledge gained in earlier parts of the course.</p> <p>Essay completed.</p>	<p><b><u>Exploring and Performing Text</u></b></p> <p>Students plan, rehearse and perform a section of a set text.</p> <p>External examiner.</p>	<p><b><u>Exploring and Performing Text</u></b></p> <p>Students plan, rehearse and perform a section of a set text.</p> <p>External examiner</p>	<p><b><u>Deconstructing text and Analysing Performance</u></b> exploration (Written exams)</p> <p>Developing a rich understanding of the set texts</p> <p>The role of the Actor/Director and technical aspects of theatre.</p> <p>Exam preparation</p> <p>Live theatre review</p>	<p><b><u>Deconstructing text and Analysing Performance</u></b> exploration (Written exams)</p> <p>Developing a rich understanding of the set texts</p> <p>The role of the Actor/Director and technical aspects of theatre.</p> <p>Exam preparation</p> <p>Live theatre review</p>