**Drama Department Curriculum Intent and Vision**

**Key Principles and Aims:**

At King Ecgbert School, the Drama Department endeavours to ignite passions and cultivate creativity. The curriculum is designed to engage and grip the interest of students and lessons are taught by subject specialists who love their subject and strive for students to develop a passion for Drama and Theatre. We aim to inspire a **love of learning** through a curriculum that enables students to develop an **extensive practical skillset as well as deep and broad theoretical understanding** of Drama and Theatre. The Drama Department curriculum is one which is academically rigours and teaches and embeds the theoretical principals which underpin students’ practical work and performances.

From their first Drama lesson in Year 7 students are encouraged to **create and refine performance work** to the highest standard and additionally, develop the crucial skills of **analysing and evaluating their own work and the work of others**; these skills are ones which students need to be successful at GCSE and A-Level study and at King Ecgbert School we ensure they have in abundance.

The Drama Department is committed to develop students’ **Cultural Capital** through a curriculum that introduces and explores the vast world of theatre to students and provides students with opportunities and experiences that span beyond classroom learning by allowing them to watch live professional theatre and take place in industry standard workshops.

The Drama Department curriculum is one which allows **all students to** **achieve their potential;** carefully considered sequences of lessons and teacher chosen workings groups ensure that the curriculum in **inclusive** to the needs of all students and they are given a platform to meet their potential.

**Reading and literacy** are a core part of the Drama Department curriculum; students are taught a range of play texts and key vocabulary is continually embedded.

**Drama Department Key Stage 3 Curriculum Key Principles:**

At Key Stage 3, the Drama Department is committed to delivering engaging schemes of learning which introduce students to a range of **Theatre Practitioners**, this provides them with an incredibly strong foundation of skills and knowledge of theatre, these include: Frantic Assembly, Konstantin Stanislavski, Antonin Artaud, Steven Berkoff, Bertolt Brecht and PUSH Physical Theatre. The Key Stage 3 curriculum is carefully sequenced so that students **learn and then revisit the skills and theories** over the course of Key Stage 3.

The Key Stage 3 Drama Department curriculum is committed to equipping students with **transferable skills** which will undoubtably make them successful young adults, these include: collaborating and creating successful working relationships, communication (both verbally and physically), empathy, problem solving, confidence and the ability to express ideas and opinions.

At Key Stage 3, the Drama Department curriculum teaches students about **the world around them** through schemes of learning which focus on a range of real-life topics and issues; within these schemes of learning we aim to develop students’ understanding of **cultural, social and global issues.** Additionally, we strive to expose students to range a play texts which allow students to explore the lives of others and how to realise these on stage creatively.

*Please see below a breakdown of the schemes of learning taught at Key Stage 3:*

**Drama Department Key Stage 3 Curriculum Overview**

**Year 7 - Drama Department Curriculum Overview**

In Year 7, Student have 1 hour of Drama per fortnight. Drama is taught in rotation with DT.

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| **Autumn Term** | **Spring Term** | **Summer Term** |
| **Scheme:** Introduction to Drama - Key Skills  **Practitioner Link:** No practitioner link in Autumn 1; this scheme is designed to introduce students to Drama and embed ‘key skills’.  **Style:** Devising Drama  **Skills Acquired:** Characterisation skills, Still Images, Transitions, Split Staging, Cross Cutting, Angel & Devil | **Scheme:** Introduction to Physical Theatre & Frantic Assembly’s Chair Duets  **Practitioner Link:**  Frantic Assembly  **Style:** Physical Theatre  **Skills Acquired:** The Body as a Prop, Creating meaning through movement, Ensemble work, Chair Duets, Embedding a Chair Duet into a scene | **Scheme:** FACE The Play- Exploring Naturalism & Non-Naturalism  **Practitioner Link:**  Konstantin Stanislavski  **Style:** Naturalism & Non-Naturalism  **Skills Acquired:** Script work, character development, Slow Motion, Plot Development |

**Year 8 - Drama Department Curriculum Overview**

In Year 8, students have 1 hour of Drama per week.

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| **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Scheme:** Salem Witch Trials  **Practitioner Link:**  Konstantin Stanislavski  **Style:** Naturalism  **Skills Acquired**:  Re-embedding ‘key skills’ covered in Y7  (Characterisation Skills, Thought Tracking, Split Staging, Angel & Devil). | **Scheme:** A Christmas Carol  **Practitioner Link:**  Antonin Artaud  **Style:** Non-Naturalism - Theatre of Cruelty  **Skills Acquired:** Sensory Theatre, Creating Mood & Atmosphere. Soundscapes, Choral Speech, Sequencing, Physical Theatre, Direct Address. | **Scheme:** Children of Syria  **Practitioner Link:** PUSH Physical Theatre  **Style:** Physical Theatre  **Skills Acquired:** Creating Emotional Theatre, Using Physical Theatre to stage hard to replicate events. | **Scheme:** Homelessness  **Practitioner Link:**  Frantic Assembly’s Chair Duets (building on skills taught in Year 7)  **Style:** Devising Drama  **Skills Acquired:**  Devising Drama, Plot Development, Semiotic Planning, Emotional impact. | **Scheme:** Dr Faustus  **Practitioner Link:**  Steven Berkoff  **Style:** Total Theatre  **Skills Acquired:** Total Theatre, embedding ‘non-naturalism’ covered earlier in curriculum. Formal Gestures, Floor Paths, Choral Speech, Mechanical Movement | **Scheme:** Malala Yousafzai  **Practitioner Link:**  Bertolt Brecht  **Style:** Epic Theatre  **Skills Acquired:**  Narration, Placards,  Verfremdungseffekt, Direct Address |

**Year 9 - Drama Department Curriculum Overview**

In Year 8, students have 1 hour of Drama per week.

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| **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Scheme:** KES  **Practitioner Link:**  Stanislavski  **Style:** Naturalism  **Skills Acquired**:Script Work, Staging and Blocking.  Taking a script from ‘page to stage’. | **Scheme:** Women at War  **Practitioner Link:**  Frantic Assembly  **Style:** Docudrama  **Skills Acquired:** Mimed movement, Direct Address, Round-By-Through, Hymns Hands. | **Scheme:** Theatre In Education  **Practitioner Link:** Augusto Boal  **Style: Theatre** In Education  **Skills Acquired:**  Accurately portraying themes & issues, Working towards a Target Audience, Working towards an Intention. | **Scheme:**  Metamorphosis  **Practitioner Link:**  Steven Berkoff  **Style:** Epic Theatre  **Skills Acquired:**  Steven Berkoff Principles: Floor Paths, Machanical Movement, Human Machine, ‘in yer face theatre’. | **Scheme:** The Curious Incident of The Dog in the Night-Time  **Practitioner Link:**  Frantic Assembly  **Style:** Physical Theatre  **Skills Acquired:** Script work, Choral work, Ensemble approach, Physical Theatre to communicate in-depth meaning and emotion. | **Scheme:** The Curious Incident of The Dog in the Night-Time  **Practitioner Link:**  Frantic Assembly  **Style:** Physical Theatre  **Skills Acquired:**  Script work, Choral work, Ensemble approach, Physical Theatre to communicate in-depth meaning and emotion. |

**Drama Department Key Stage 4 Curriculum Key Principles:**

At Key Stage 4, students study GCSE Drama; the curriculum is carefully designed to ensure that students have the greatest platform for success in their **practical and written examinations**, however, we also strive to continually develop the **transferable skills** of our students to prepare them for their next steps and entering the working world.

The Key Stage 4 curriculum ensures students develop a **depth of knowledge** of the world of Drama and Theatre by exposing them to a variety of **styles, genres and Theatre Practitioners**. Students learn about the range of **roles of theatre makers** and are **challenged** to step into these different roles.

Students are given the opportunity to create theatre that is in **direct response to the world around** them and create and realise their own **artistic visions and intentions**.

The Key Stage 4 curriculum is designed to enhance and refine the practical abilities of students, students are required to produce their own **original pieces of work** as well as **stage and creatively realise the work of others.**

The curriculum is designed to expose students to a **variety of professional theatre**; students are taught how to analyse and evaluate the work of others and the **impact of artistic choices on an audience**.

The Key Stage 4 curriculum is designed to make students as successful as possible in their examined components by giving students the opportunity to partake in mock components of each of the exam units prior to final performance and written examinations.

*Please see below a breakdown of how the course is delivered to students:*

**Drama Department Key Stage 4 Curriculum Overview**

**Year 11 (2021-2022) - Course Overview**

**Following Edexcel GCSE Drama Specification** [**Specification Link**](https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf)

Student have 2 hours of Drama per week.

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| **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| ***Component 2: Performance from Text***   * **Non-examination assessment** * **20% of the qualification** * **48 marks** * **visiting examiner**   ***Students will perform two key extracts from a performance text.*** | ***Component 2: Performance from Text***   * **Non-examination assessment** * **20% of the qualification** * **48 marks** * **visiting examiner**   ***Students will perform two key extracts from a performance text.*** | ***Component 3: Theatre Makers in Practice***  ***Section A: Bringing Texts to Life***  ***Consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.***  ***Section B: Live Theatre Evaluation***  ***Consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.***  ***Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.*** | ***Component 3: Theatre Makers in Practice***  ***Section A: Bringing Texts to Life***  ***Consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.***  ***Section B: Live Theatre Evaluation***  ***Consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.***  ***Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.*** | **Revision**  **&**  **Study Leave** | **Revision**  **&**  **Study Leave** |

**Year 10 (From 2021 onwards) - Course Overview**

**Following OCR GCSE Drama Specification** [**Specification Link**](https://www.ocr.org.uk/Images/242630-specification-accredited-gcse-drama-j316.pdf)

Students have 2 hours of Drama per week.

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| **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Mock Component:**  ***Devising Drama***  ***Learners will research and explore a stimulus, work collaboratively and create their own devised drama.*** | **Mock Component:**  ***Devising Drama***  ***Learners will research and explore a stimulus, work collaboratively and create their own devised drama.*** | **Mock Component:**  **Presenting & Performing Texts**  **Using play text *Kindertransport***  ***Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.*** | **Mock Component:**  ***Presenting & Performing Texts***  **Using play text *Kindertransport***  ***Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.*** | **30% of GCSE: *Devising Drama***   * **60 marks** * **Non-exam assessment** | **30% of GCSE: *Devising Drama***   * **60 marks** * **Non-exam assessment** |

**Year 11 (From 2022 onwards) - Course Overview**

**Following OCR GCSE Drama Specification** [**Specification Link**](https://www.ocr.org.uk/Images/242630-specification-accredited-gcse-drama-j316.pdf)

Students have 3 hours of Drama per week.

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| **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **30% of GCSE:**  ***Presenting & Performing Texts***   * **60 marks** * **Non-exam assessment** * **Visiting examination** | **30% of GCSE:**  ***Presenting & Performing Texts***   * **60 marks** * **Non-exam assessment** * **Visiting examination** | **40% GCSE**  ***Drama: Performance and response***  ***Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.*** | **40% GCSE**  ***Drama: Performance and response***  ***Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.*** | **Revision**  **&**  **Study Leave** | **Revision**  **&**  **Study Leave** |