

What are the fundamental concepts of drama?

The curriculum exposes the students to a wide range of drama genres from Ancient Greek theatre through to more modern styles and physical theatre.

Performing / Presenting work to an audience. This will include the continuous use of the 5 elements of drama in all performances:

- Use of facial expressions
- Use of voice
- Use of gesture
- Use of movement
- Showing relationships

Using skills, techniques - Learn how to use the elements of drama in different ways and to link them to respond to different stimuli for developing drama such as scripts, poems, images and stories.

Adopting of a role - As acting is a main strand of drama, pupils can develop the skills of voice, movement, gesture and facial expression in their development of character when working in role.

Devise scripts and use drama forms and strategies effectively to explore and present ideas - Through improvisation, acting, hot seating, thought tracking and conscience alley, pupils should have opportunities to develop their work into solo and group script format.

Improvisation - Opportunities to devise, structure and develop both spontaneous and structured improvisation using a range of stimulus materials including text.

Employ sign, symbol, metaphor and image - Tableaux, freeze frames, mime, dance, props, costumes and projections can all be used to reflect feeling, mood and attitude and help make meaning and explore ideas within drama.

Appreciation of theatre styles, genres and vocabulary – Developing appreciation and vocabulary associated with Ancient Greek theatre, melodrama, pantomime, naturalism, slapstick and epic theatre. As well as understanding technical terminology such as stage positioning, proxemics and proscenium arch.

Cooperation (social) - Engage in cooperative activities and enjoy communicating, collaborating with each other within a team. Students will be encouraged to work in a team, building on trust and developing skills (either individually) or as a group.

Challenge - Succeed and excel in activities. Students will develop an understanding of how to improve in increasingly complex and demanding activities.

Analysis and evaluation - Evaluate their performances compared to previous ones and demonstrate improvement across a range of activities to improve their personal performance and the performance of others.

What topics will the pupils be studying in each year?

Year 7	Year 8	Year 9
Beginning Drama: Ancient Theatres	When we are married	The silver sword
Pantomime, Comedia dell'arte and Melodrama	Physical Comedy	Theatre of the absurd
Shakespeare – Othello	Down our Street	The gate escape
Hood	DNA	Shakespeare – Macbeth
Don't Fall down the Hotel	Shakespeare – A midsummer night's dream	Theatre in Education

GCSE Drama Pearson Edexcel	
Year 10	Year 11
Introduction to GCSE Drama	Set Text exploration
History of Drama	Theatre Review and Evaluation
Component 1: Devised Performance	Text Performance skills
Theatre Makers in Practice	Component 2: Performance from a Text
	Revision for Component 3 exam

What key skills will the pupils develop over time?

No matter which area of the curriculum is studied within drama, students will gain a wide range of very employable and transferable skills, knowledge and attributes. Drama at Millom School should help students to:

- Develop subject knowledge and **understanding** that is highly relevant to the enjoyment of drama and the theatre. Students will learn specialist skills which are relevant to specific activities but they will also learn skills which are transferable into society.
- Develop **independence** through working to analyse and development their own strengths and weaknesses in terms of performance.
- **Communicate** ideas and skills, to a variety of audiences in different situations, from group work in a team to monologues.
- Have **Determination** to tackle complex and demanding activities.
- Be a **collaborator** by having the experience of working in a team, including devising dramatic work and choreography.
- Be an **investigator** and showing an interest in how to improve performance. As well as seeking a wider knowledge of the subject.
- Achieve a **positive** approach to drama, performance, learning and working with others.

How are all pupils learning in drama?

Key Stage 3 drama is developing as a 'Mastery Curriculum' which takes its starting point from the skills and knowledge students need to acquire by Key Stage 4. Schemes of work and assessment procedures ensure that all students are sufficiently challenged according to their starting points, and grasp the key concepts needed for high-level success at GCSE and beyond.

The main objective is to ensure that all students possess the key subject specific skills needed for success at GCSE by the end of Year 9; including familiarity with the assessment language of GCSE. To this end, assessment focuses on GCSE Drama strands of *devised performance*, *performance from a text*, *theatre makers in practice* and *theatre review and evaluation*.

Employability skills and competencies assessed through self and peer reflection prepare Key Stage 3 learners for work. The skills of teamwork, communication, willingness to learn, diligence etc. championed in drama are transferable and useful outside the drama classroom. This emphasis within assessment and learning opportunities hopes to improve the perceived value of drama as a viable pathway within the school community.

How are pupils assessed in drama?

Assessment opportunities include:

- Question and answers – this will happen in all lesson to ensure students fully understand the key skills, processes and concepts taught in the lesson.
- Formative assessment - also known as assessment for learning, is a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons. This can take many forms; including teacher observation of the skills being completed.
- Summative assessments - are used to evaluate student learning, skill acquisition, and achievement at the conclusion of a unit of work; normally 6-8 weeks. Each activity has predetermined criteria against which the students are assessed. Assessments follow GCSE grades 1-9.
- Peer assessments - Peer assessments are a key assessment tool allowing all pupils to give and receive immediate, individual feedback. Students inform their peers what they did well and what they could do to improve against predetermined sets of criteria; this is especially useful in drama.

How can pupils progress in drama?

As students' progress through the key stages, they continue to build on a broad range of practical skills, key concepts and processes whilst. The structure of the drama curriculum encourages continuity of learning whilst consistently providing opportunities to consolidate and build on prior learning and progressing this learning into more demanding situations.

The Key Stage 3 curriculum provides an excellent grounding and preparation for the nature of tasks required by the GCSE Drama course currently taught. The key concepts and ideas that are embedded throughout the Key Stage 3 curriculum are developed in Key Stage 4.

The GCSE Drama qualification provides a good foundation for Students in post-16 education. The qualification provides a suitable foundation for further study within the sector through progression on to qualifications such as A-Level Drama and Theatre Studies.

Due to the nature of drama, it has direct links to a very wide range of Higher Education courses. These include:

- English Literature
- English Language
- Theatre studies
- History
- Media studies
- Sociology
- Psychology
- Primary Education

How does drama support careers education, information, advice and guidance? What career pathways can pupils take by studying drama further?

Drama lends itself to a range of careers in the theatre and film as well as other industries that you may not have considered before. For example, did you know that many tour guides, events planners and Disney hosts have a degree in drama?

Some careers that you could consider doing with drama include:

- Actor
- Director
- Producer
- Playwright
- Stage manager
- Set designer
- Theatre lighting designer, sound designer, lighting technician or sound technician
- Stage crew member
- Fight director, aka fight choreographer
- Front-of-house theatre careers
- Theatre marketing assistant, marketing officer or marketing manager
- Drama therapist

How can pupils enrich their knowledge and understanding in drama?

Extra-curricular provision allows pupil leadership, positive relationships, as well as full access to the facilities and the experience of showcasing live performance. Older pupils develop leadership and directorial skills and there are opportunities for pupils to learn roles in technical support and stage management. Students can develop technical skills; such as lighting. Creative projects build a sense of responsibility, resilience, and a sense of success and achievement. The department offers a number of trips to see live performances, as well as taking opportunities to inviting performers into school. Students also have an opportunity to enhance their awareness of both the subject and the opportunities that it presents during university visits.