

Great Western Academy
DRAMA CURRICULUM STATEMENT

INTENT:

Drama at Great Western Academy allows students to experience lessons which focus on team building, time management, inclusivity, and joy. Whilst also exposing them to the thrill of performing and the technical knowledge needed to produce a piece of Theatre.

We build confidence so that all learners feel able to share ideas with their group. Students work alongside others and go through the process of creating, performing, and evaluating. They think independently about their own role whilst also collaborating with their group to ensure that they are an effective team.

Our schemes of learning make links to other subject areas and to 'real world' situations. We expose students to a range of stimuli, texts, and live theatre. Throughout the creative process we get students to focus on time management.

We believe drama is a subject where all students can succeed. Each young person will have different experiences they can bring to the planning of a performance and will consider stimulus materials from their own point of view. We provide opportunities for students to experience production arts and introduce them to the skills needed for technical theatre.

Therefore, ensuring that drama at GWA provides an inclusive learning experience. Being able to succeed as both an individual and as part of a team, provides students with a unique sense of achievement and joy. Completing a piece of work and being able to share this hard work with their peers and have immediate positive feedback gives students fulfilment.

We endeavour to provide students with the confidence to excel in Drama at GWA.

KEY STAGE 3

Our Key Stage 3 curriculum is structured to build the knowledge, skills and expertise needed for GCSE Drama. Students will build up a bank of key words so they can confidently appraise their peers, self-assess and talk the language of the subject. They will work on a different scheme of learning each term and will gradually work towards an end of term assessment. Students will have these lessons in their tutor groups during year 7 and 8 and will then decide whether they would like to study the subject in year 9.

Students look at a range of scripts, build up experience of different drama conventions and will start to look at different drama styles. Our schemes of learning frequently make links to live theatre, because we recognise the pleasure and influence experiencing a stage production has.

Students follow this curriculum:

Year 7	Year 8	Year 9
Intro to Drama	The Ghost Story	Devising with a stimulus
Ernie's Incredible 'illucinations	The Play that Goes Wrong	Bloodbrothers
Evacuees	Theatre in Education	Reinterpretation 'The Stones'
Matilda	Noughts and Crosses	Technical Theatre 'Woman in Black
Physical Theatre	Shakespeare	Style and Genre
Melodrama	Greek Theatre	Showcase

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KEY STAGE 4

GCSE Drama

The transition into GCSE Drama will be fluid, as students will have built up an extensive experience and knowledge of Drama throughout Key Stage Three. At Great Western Academy we follow the WJEC Eduqas GCSE in Drama and Theatre. This course assesses students on their practical skills and written work through three components these are spread over the 2 years and conclude with a written exam.

Component 1 is a devised performance with a coursework element. **40%**

Component 2 is a scripted performance. **20%**

Component 3 is a written exam based on analysing a text and live theatre performance. **40%**

The course encourages learners to:

- 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
- 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

Year 10

Students start the course by studying the script they will be assessed on in their Component 3 written exam. They will look at rehearsal techniques, technical theatre, characterisation, original performance conditions and how they would direct and stage the script. They will then experience a 'mini' practise of Component 2 which is a scripted unit. They will then use the end of the year to prepare their Component 1 devised performance and coursework. Component 1 is internally assessed and externally moderated

Year 11

Students start Year 11 by preparing for the live theatre element of the written exam and revising the script they studied in Year 10 ready for their written exam. Students will then begin rehearsing for their Component 2 scripted performance. Component 2 is externally assessed by a visiting examiner. Students will spend the rest of year 11 preparing for their Component 3 written exam in July.

KEY STAGE 5

A level Drama

At Great Western Academy we follow the WJEC Eduqas A level in Drama and Theatre. This course assesses students on their practical skills and written work through three components these are spread over the 2 years and conclude with a written exam.

Component 1 is a reinterpretation of a script. **20%**

Component 2 is a devised performance, scripted performance and coursework. **40%**

Component 3 is a written exam based on three texts. **40%**

The course encourages learners to:

- understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre
- develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- experience a range of opportunities to create theatre, both published textbased and devised work
- participate as a theatre maker and as an audience member in live theatre
- analyse and evaluate their own work and the work of others.

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Year 12

Students start the course in year 12 by looking at different styles, genres and theatre companies. This knowledge is crucial to all three components of the course. During year 12 students will complete Component 1, 20% of their Alevel. This component requires learners to reinterpret a text to create a piece of theatre which is a combination of the selected text and the groups original ideas. This reinterpretation must fit the ideas of one practitioner or theatre company. This component also has a coursework element attached. The unit is internally assessed and externally moderated.

Throughout Year 12 students will also study two of the texts they are examined on in Component 3, the written exam. They will experience the play practically, so they have concrete knowledge and understanding of the play and will work on their essay writing skills so they are confident with their ability to respond to the text in an exam.

Year 13

Students start year 13 with Component 2. The board provide a stimulus to create two pieces of theatre; one an interpretation of a text of their own choice and the other a devised piece. Students must prepare both these performances simultaneously as they will be examined on both in one day. Students will also produce coursework to support this externally moderated assessment.

Alongside this, students will continue to revise the two texts studied in year 12 ready for their Component 3 exam in July. They will also be introduced to the third text which is prescribed by the exam board. The text is 'Curious Incident of the Dog in the Night time'. For this text students need to build knowledge of how to put on a production of the script and must formulate ideas to cover all possible options.

Learners are also required to watch a variety of live theatre productions and learn about the processes and practices involved in interpreting and performing theatre. They make reference to these experiences within all three components.

IMPLEMENTATION

Our schemes of learning include links to

Long term overviews:

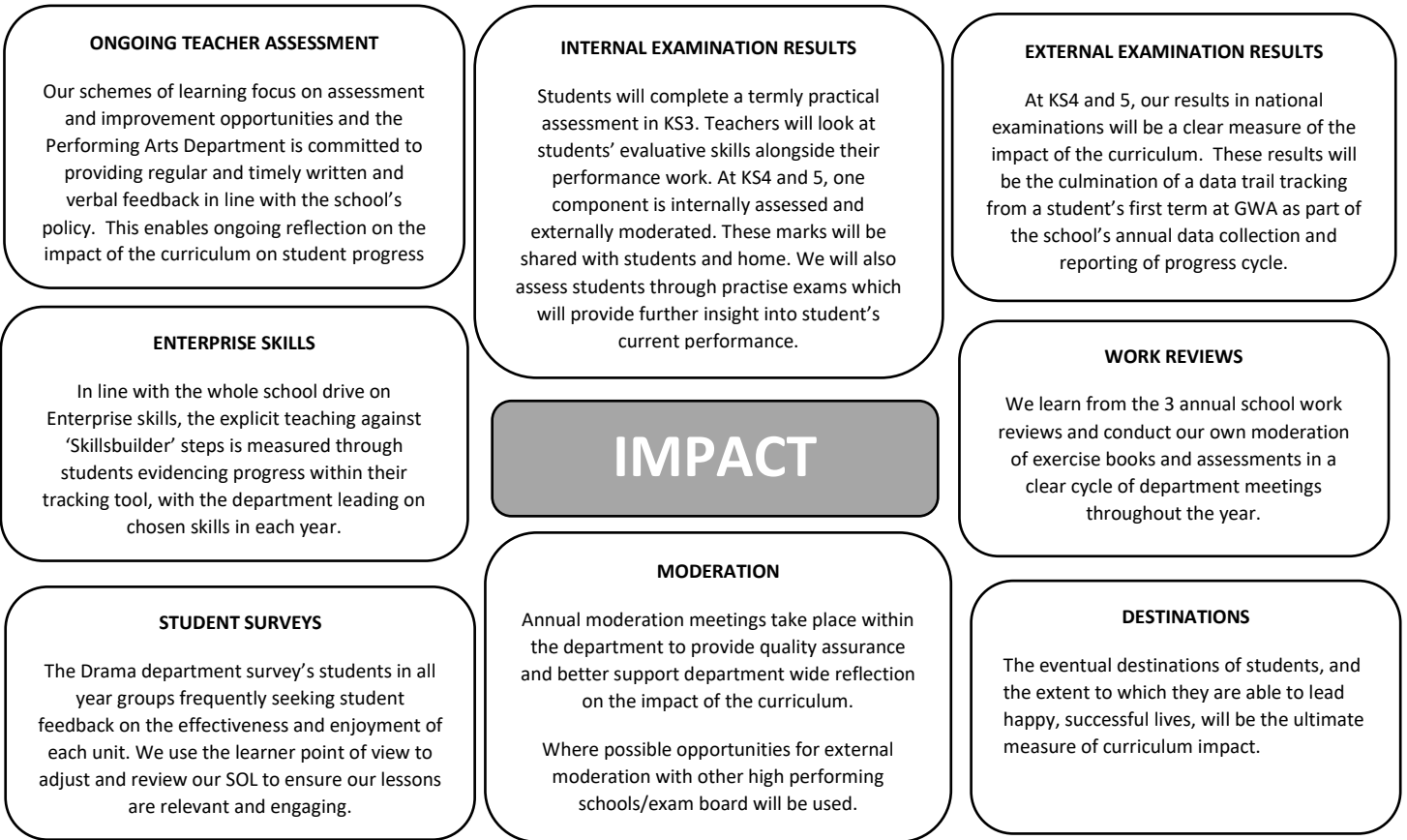
- Clear links to prior learning (Y7 linked to KS2, Y7 to Y8 and so on)
- Topic outline summarising key content

Medium term plans:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

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IMPACT:



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Assignments and Feedback:

The following headings will be used to determine which type of feedback will be given to students following a task

Exam Practise- Marked and personalised feedback*

Assessment-Marked and personalised feedback*

Rehearsal- In class feedback

Homework-Effort mark out of 4 and personalised feedback*

Cover work/class work/ Self/Peer Assessment- Initialled/Checked by teacher

**Personalised feedback should include use of their name and WWW and EBI comments. Students should respond to this feedback.*