

Great Western Academy  
DRAMA CURRICULUM STATEMENT

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**INTENT:**

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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
Evacuees	The Play that Goes Wrong	The Stone
Ernie's Incredible 'illucinations'	Theatre in Education	Blood Brothers
Matilda	Shakespeare	Technical Theatre: Woman in Black
Verbatim	Noughts and Crosses	Devising with a stimuli
Physical Theatre	Theatre of Cruelty	Style of Theatre
Superheroes	Charlie and the Chocolate Factory	Shadow Theatre

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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 continue with WJEC Eduqas and follow the 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 text based 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 A-level. 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 exam 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 texts are 'Accidental Death of an Anarchist', 'Machinal', and 'Curious Incident of the Dog in the Night time'. For these texts students need to build knowledge of how to put on a production of the scripts 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 must make reference to these experiences within all three components.

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## **IMPLEMENTATION**

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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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**ONGOING TEACHER ASSESSMENT**

Our schemes of learning focus on assessment and improvement opportunities and the Performing Arts Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress

**INTERNAL EXAMINATION RESULTS**

Students will complete a termly practical assessment in KS3. Teachers will look at students' evaluative skills alongside their performance work. At KS4 and 5, one component is internally assessed and externally moderated. These marks will be shared with students and home. We will also assess students through practise exams which will provide further insight into student's current performance.

**EXTERNAL EXAMINATION RESULTS**

At KS4 and 5, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle.

**ENTERPRISE SKILLS**

In line with the whole school drive on Enterprise skills, the explicit teaching against 'Skillsbuilder' steps is measured through students evidencing progress within their tracking tool, with the department leading on chosen skills in each year.

**IMPACT**

**WORK REVIEWS**

We learn from the 3 annual school work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department meetings throughout the year.

**STUDENT SURVEYS**

The Drama department survey's students in all year groups frequently seeking student feedback on the effectiveness and enjoyment of each unit. We use the learner point of view to adjust and review our SOL to ensure our lessons are relevant and engaging.

**MODERATION**

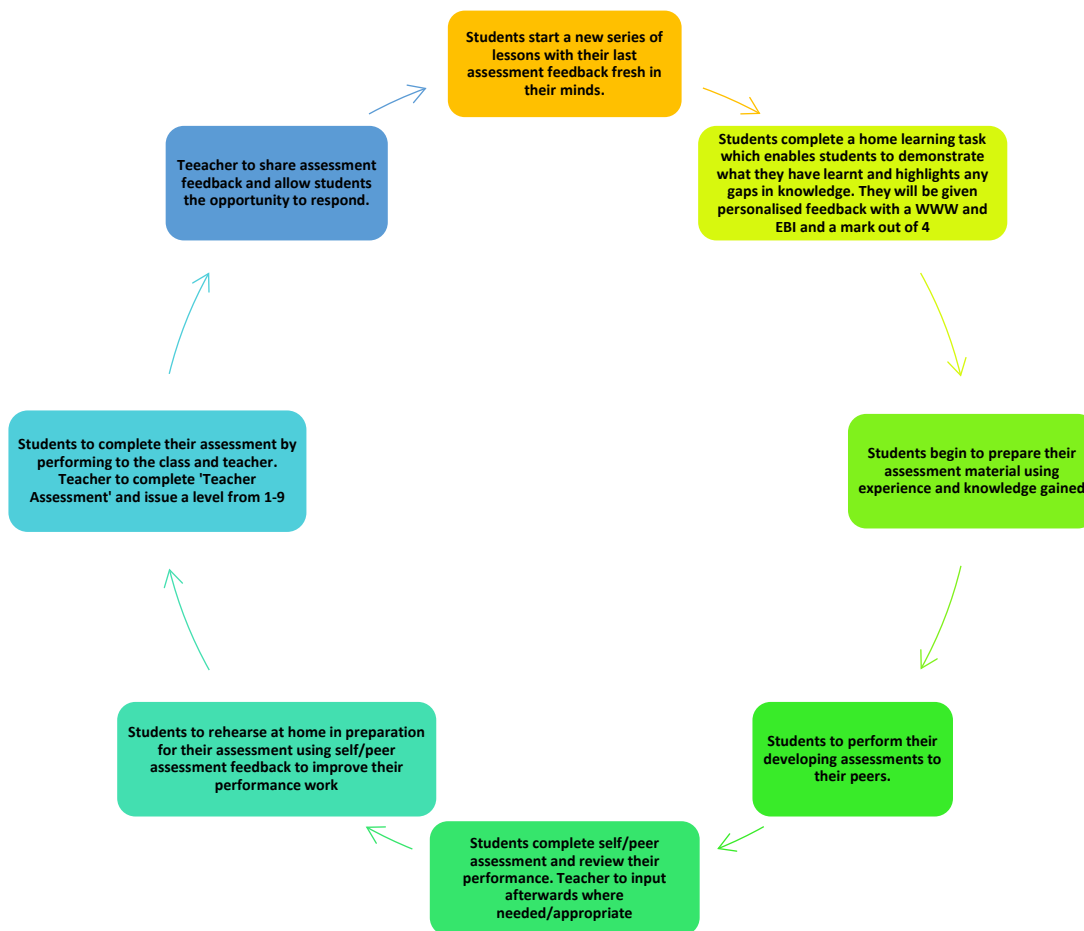
Annual moderation meetings take place within the department to provide quality assurance and better support department wide reflection on the impact of the curriculum.

Where possible opportunities for external moderation with other high performing schools/exam board will be used.

**DESTINATIONS**

The eventual destinations of students, and the extent to which they are able to lead happy, successful lives, will be the ultimate measure of curriculum 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.*