

# Marshland Curriculum Overview Drama

## Curriculum Intent

Drama plays a fundamental role in the development and growth of Marshland students. Throughout the curriculum students are encouraged to reflect on their feelings, attitudes and personal thoughts, as well as society around them. Drama at Marshland is driven by a passion for the subject, the theatre and an appreciation of the power it has to amaze, inspire, question, bring about change and challenge our identity. Our curriculum is designed to allow students of drama the opportunity to experience a broad spectrum of theatre genres and practitioners, exploring techniques and ideologies. We encourage our students to think creatively and critically about themselves, the world around them and how they can challenge and bring about change through drama and performance. Drama is explored through a broad range of theatre styles such as Realism, Surrealism, Physical and Political theatre. Students undertake work that is directly mirrored by their elders at A Level, University and Drama School to develop and encourage them to demonstrate their knowledge through both performance and the written response. Ultimately, we want our students to have an education in drama that is relevant to theatre today, a potential for tomorrow and one which instils a passion for theatre itself.

The drama curriculum aims to ensure that our students:

- learn and develop the ability to create character, form and structure
- devise, perform and evaluate with a critical mind, using gained drama terminology
- have an understanding and appreciation for theatre practitioners, designers, directors, performers and consider the relevant social and historical context
- produce original and informed performance work that fully demonstrates applied knowledge

## How does our curriculum build upon previous learning?

**KS3**

As part of the national curriculum, primary schools enable students to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Our KS3 curriculum aims to build upon these basic foundations of communication and develop understanding of drama, exploring different genres and practitioners, while learning and developing core skills and subject concepts. Through the curriculum, students sequence their knowledge, applying and connecting learning as they go. By the end of KS3, students should confidently create characters in multiple styles and genres and apply these in different styles of practitioners throughout a sustained performance. They should be competent in understanding the various styles of historical and contemporary theatre, applying these within their own improvisation and devising. They will reflect and analyse their choices, and others, in relation to a performance, evaluating the effectiveness of delivering messages to an audience.

### How does our curriculum build upon previous learning?

**KS4**

KS4 students study Eduqas GCSE Drama, allowing them to apply and build on the work of practitioners and genres from KS3. Students work collaboratively to develop ideas to communicate meaning, experimenting with dramatic conventions, forms and techniques to produce a piece of original theatre. They build and apply their ability to create characters/design elements when participating in the performance of extracts from a play text. They demonstrate knowledge and understanding of drama, including interpreting texts for performance from acting/directorial/design view points in their written examination, while also analysing live theatre.

### What do students do with this knowledge or these skills?

Students use their knowledge and skills in a variety of activities within their lessons:

- Creation of characters and performances
- Answer comprehension questions - learning to evaluate, clarify and respond with a personal opinion and drama terminology
- Analyse characters and scripts based on prior learning
- Make connections between characters / plots
- Evaluate their own work, and the work of others, with references to the performances watched
- Write accurately and creatively to deepen understanding of / creation of characters
- Answer low stakes quizzes on knowledge
- Evaluate the impact of director and designer choices

### How do we help students secure this knowledge in long-term memory?

Securing knowledge in long term memory is the vital goal. Some examples of how the drama department achieves this are listed below. It is crucial to note that this is not a tick list and not all of these (or perhaps any of them) will be observed in a given lesson. Drama teachers will use these, as appropriate, to the context of what they are teaching.

- Repetition of key terminology and skills
- Developing skill content of acting
- Quizzing for memory retrieval practice
- Increasing storage strength by slowly removing scaffolding, interleaving questions from different topics and asking questions of incrementing demand.
- Revision of key skills and learning to reinforce learning
- Core content in Knowledge Organisers is referred to and used
- Modelling
- Level analysis of tests giving specific, targeted areas of development

### How does our curriculum align to the national curriculum?

Drama is part of the English national curriculum and at Marshland we aim to exceed the ambition through exploring a range of scripts and forms of drama from Ancient Greek theatre through to contemporary theatre.

### How do we check student understanding and monitor progress?

- regular retrieval quizzing and low stakes testing
- highlighting performance and evaluating to ensure students are providing a response to identify gaps quickly
- targeted hands-down questioning with a 'no-opt out' policy

This allows teachers to have a good understanding of their pupils and their needs. Misconceptions can be addressed quickly before they become concreted into the long-term memory.

In addition, summative assessments are used in the form of end of topic performances and evaluation. Performances are designed around core questions within topics. Evaluation assessments highlight students' ability to apply knowledge and understanding of the new practitioner or genre. Summative assessments outcomes are then used to identify the need for group or individual interventions.

### Curriculum sequencing

Year	Autumn	Spring	Summer
7	<ul style="list-style-type: none"> <li>● Introduction to drama</li> <li>● Explore Greek theatre, text analysis and performance</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction to devising 'Darkwood Manor'</li> <li>● Explore a theatre practitioner – Stanislavski, and apply his ideas to practical work</li> </ul>	<ul style="list-style-type: none"> <li>● Physical theatre, movement, gesture, responding to a stimulus</li> <li>● Explore the genre of Theatre in Education and how theatre can be used as a tool to teach.</li> </ul>
8	<ul style="list-style-type: none"> <li>● Explore theatre practitioners –Frantic assembly and Complicité and applying their ideas and style to practical work</li> <li>● Explore theatre practitioners –Commedia Dell'Arte and Pantomime, applying their ideas to practical</li> </ul>	<ul style="list-style-type: none"> <li>● Script exploration; 'Curious Incident of the Dog in the Night Time'</li> <li>● Create a piece of drama using verbatim theatre</li> </ul>	<ul style="list-style-type: none"> <li>● Explore and analyse text and theatre, including performance and design</li> <li>● Explore a theatre practitioner – Brecht and apply his ideas to practical work</li> </ul>
9	<ul style="list-style-type: none"> <li>● Analyse and perform scripts of two genres – Absurd and Gothic. Understand how they can be communicated to an audience</li> <li>● Analyse and perform four scripts using the methods of different practitioners</li> </ul>	<ul style="list-style-type: none"> <li>● Explore a theatre practitioner – Paper Birds, and apply their ideas to practical work</li> <li>● Explore a theatre practitioner –Godber and apply his ideas to practical work</li> </ul>	<ul style="list-style-type: none"> <li>● Create a piece of theatre using the different genres and practitioners' methods taught over KS3</li> <li>● Analyse and evaluate a variety of different plays, performed by different theatre companies</li> </ul>

Curriculum sequencing			
Year	Autumn	Spring	Summer
<b>10</b>	<ul style="list-style-type: none"> <li>Further exploration of different practitioners and genres, starting with introduction to the style of Artaud</li> <li>Continuation of practitioner exploration leading to mock Component 1</li> <li>Practical exploration of 'The IT' - exam set text. Further explore and analyse the text, from the point of view of a director, designer and actor</li> </ul>	<ul style="list-style-type: none"> <li>Continued practical exploration of 'The IT' - exam set text. Further explore and analyse the text, from the point of view of a director, designer and actor</li> <li>Begin mock Component 2- initial text work and character development</li> <li>Complete mock Component 2 – practical exam performance</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting all practitioners and genres studied in preparation of Component 1</li> <li>Practical exploration of The IT - exam set text. Further exploration and analysis of the text, from the point of view of a director, designer and actor</li> <li>Begin Component 1 devising from a stimulus, as well as start the written portfolio. Further development of Component 1, both practical work and written</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>Completion of Component 1 – practical exam performance, portfolio and written evaluation</li> <li>Begin Component 2- initial text work and character development</li> </ul>	<ul style="list-style-type: none"> <li>Continued work on Component 2- initial text work and character development</li> <li>Completion of Component 2 – practical exam performance</li> </ul>	<ul style="list-style-type: none"> <li>Revision for Component 3, including play review and The IT as well as exam technique. Final preparation for Component 3 before the written exam</li> </ul>
<b>Rationale for this sequencing</b>	<p>The drama curriculum:</p> <ul style="list-style-type: none"> <li>is sequenced to ensure a layering of knowledge and understanding to ensure learners develop and build upon prior knowledge</li> <li>is designed to teach both historical and contemporary practitioners and genres, developing an individual's skills throughout.</li> <li>allows learners to be able to experiment with a range of different skills, styles and genres; ultimately choosing their own style, while understanding others, enabling learner choice and exploration at KS4</li> <li>allows the individual to gain and develop core skills which are imperative at GCSE</li> </ul>		

### How does our curriculum prepare students for the transition to post-16 pathways?

Drama is a rich subject which inculcates resilience, experimentation, creativity and analytical thinking -ingredients integral to personal health, happiness and success. Students can use these in post-16 pathways, and can select drama and theatre studies at A-Level or performing arts BTEC.