



Drama Learning Journey

In KS3 **Drama**, students build their skills to become...



Confident

Collaborative



Creative

In **year 7**, Drama students learn all about key Drama Techniques and Styles and how to apply them in a performance. In **year 8**, students use these Techniques and Styles to explore key Cultural themes to become more **culturally aware** individuals.

Drama students are assessed on their use of:

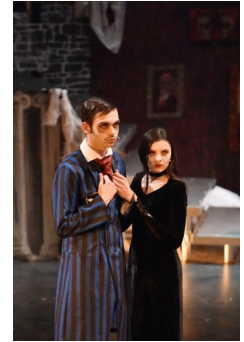
E	Exploration	Consider, Plan and Research
A	Application (rehearsal)	Experiment, Develop and Collaborate
A	Application (performance)	Demonstrate and Perform
R	Review	Reflect, Analyse and Evaluate

Tasks and assessments grow in complexity and difficulty throughout year 7 and into year 8.





Drama Learning Journey



Our Year 7 curriculum

	Title	Focus	SMSC	Objectives
Autumn 1	Spies	Introduction to Drama		<ul style="list-style-type: none"> Key Skills Confidence
Autumn 2	Myths and Legends			
Spring 1	The Green children	Introduction to story telling		<ul style="list-style-type: none"> Collaboration Independence
Spring 2	The Tempest	Introduction to story telling		
Summer 1	'Mamma Yankee's Life Machine'	Introduction to working with a script		
Summer 2	TIC – Caring for people	Working with a stimulus	National carers week	

Our Year 8 curriculum

	Title	Focus	SMSC	Skills
Autumn 1	Re-cap half term	Develop knowledge and application of style		<ul style="list-style-type: none"> Creativity Confidence Collaboration Independence Cultural awareness
Autumn 2	Script work			
Spring 1	Baby BTEC CIDNT			
Spring 2				
Summer 1	The Joe Project	Devising and problem solving	Mental health week	
Summer 2	TIE - Devising	Theatre in the community		





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Our Level 2 BTEC Curriculum

YEAR 9	Component	Focus	Skills
Autumn 1	Introduction	Practitioners	<ul style="list-style-type: none"> • Creativity • Independence • Cultural awareness • Transferrable skills • Organisation
Autumn 2	C1; Developing Skills + Techniques for the Performing Arts Presentations and monologues	Key skills, practitioners in action and technical theatre	
Spring 1			
Spring 2			
Summer 1			
Summer 2	C2; Exploring the Performing Arts	Develop application of style	

YEAR 10	Component	Focus	Skills
Autumn	C1; Developing Skills + Techniques for the Performing Arts	Key skills, practitioners in action	<ul style="list-style-type: none"> • Creativity • Independence • Cultural awareness • Transferrable skills • Organisation
Spring	C2; Exploring the Performing Arts	Develop application of style	
Summer	C3; Performing to a Brief	Devising	

YEAR 11	Component	Focus	Skills
Autumn 1	C1; Developing Skills + Techniques for the	Key skills, practitioners in	<ul style="list-style-type: none"> • Creativity • Independence • Cultural awareness • transferrable skills • Organisation • Flexible thinking • Leadership
Autumn 2	C2; Exploring the Performing Arts	Develop application of style	
Spring 1	C3; Performing to a Brief	Devising	
Spring 2			
Summer 1			

Students in KS4 are still assessed on the 3 core skills of Exploration, Application and Reviewing but in increasingly sophisticated ways that build on learning from KS3.





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Our Level 3 BTEC Curriculum

YEAR 12	Unit	Focus	Skills
Autumn 1	Unit 2; workshops and 2 monologues (classical and contemporary naturalism) <i>Module C – light monologues</i>	Develop application of style Explore employment opportunities in the performing Arts	<ul style="list-style-type: none"> • Creativeness • Independence • Cultural awareness • Transferrable skills • Organisation • Self-awareness • Flexible thinking
Autumn 2	Unit 2; workshops and prepare an abridged script	Develop application of style	
Spring 1	Unit 22/18; Explore movement in performance		
Spring 2			
Summer 1	Unit 3; Devising	Devising	
Summer 2			
YEAR 13	Unit	Focus	Skills
Autumn 1	Unit 18; An Inspector Calls	Application of skills in performance	<ul style="list-style-type: none"> • Creativeness • Independence • Cultural awareness • Transferrable skills • Organisation • Self-awareness • Flexible thinking
Autumn 2			
Spring 1	Unit 2; Contemporary		
Spring 2	Bespoke work		
Summer 1			

Students in KS5 are still assessed on the 3 core skills of Exploration, Application and Reviewing but in increasingly sophisticated ways that build on learning from KS4.





Drama Learning Journey

Our KS3 Curriculum Map

SKILLS		7						TOTAL	8						TOTAL
		Into Year 7 Jazz	Tempus et The Green Children	Mamma Ya Ance Devising	Mild West	REPORT ON DANCE Skills	Mamma Ya Ance Devising	Devising	Joe Project	Baby BYEC (term) To E. Mental Health	TOTAL				
Equiv	Exploration	5	4	4	3	5	23	5	4	3	2	4	18		
Tr5	ET1 I can work in a team		1	1	1		3	1	1			1	3		
Tr6	ET2 I can stay focused during team work	1	1	1	1		4			1	1		2		
1	EP1 I can identify the key Drama skills we are exploring	1	1	1		1	4		1	1			2		
2	EP2 I can explain the style we are exploring	2	1	1	1	1	6	1	1	1			4		
2	EP5 I can contribute meaningfully to a group task			1	1	1	3	1	1			1	3		
3	EP6 I can apply voice and movement skills in rehearsal	2	1			1	4	2		2			4		
3	EM1 I can effectively reproduce at least one style in rehearsal	2	1			1	4		1	1			2		
4	EM2 I can recognise the dramatic potential of techniques or styles					1	1				1		1		
5	EM3 I can effectively interpret style in rehearsal				1	1	2					1	1		
6	ED1 I demonstrate highly effective interpretation of voice and movement skills in rehearsal						0						0		
7	ED2 I show disciplined application of skills and style in rehearsal						0						0		
7	ED3 I demonstrate consistently confident application of skills in rehearsal						0						0		
	Application	5	3	2	3	2	16	3	3	3	2	2	13		
Tr5	AT1 I am able to take part in a performance	1	1	1	1	1	5	1	1	1	1		5		
Tr6	AT2 I am able to stay in role during a performance	2	1				3		1	1		1	3		
1	AP1 I can apply voice skills in my performance	2					2			2			2		
2	AP2 I can apply voice and movement skills in my performance			1	1	1	3		1	1	1	1	4		
3	AP3 I demonstrate appropriate application of skills in performance		1	1	1	1	4	1	1				2		
3	AP4 I can reproduce style in my performance			1			1	1	1			1	3		
4	AM1 I can effectively apply style in a performance						0						0		
5	AM2 I effectively apply voice and movement skills in performance						0						0		
6	AD1 I demonstrate highly effective application of voice and movement skills in performance						0						0		
7	AD2 I show consistently disciplined application of skills and style in performance						0						0		
	Review	4	1	1	1	1	8	4	1	1	1	0	7		
Tr5	RT1 I can describe my work	1	1	1	1	1	4	1	1	1	1		5		
Tr5	RT2 I can identify at least one WWW (What Went Well) for myself	2			2		4	2				1	3		
Tr6	RT3 I can identify at least one EBI (something I need to improve on) for myself	2			2		4	2				1	3		
1	RP1 I can discuss use of style / technique in a performance						0	1				1	2		
2	RP2 I can describe my own development					1	1			1	1		0		
3	RP3 I can describe my own strengths and areas for improvement					1	1		1	1	1		3		
4	RM1 I can analyse use of style or technique in a performance						0					1	1		

Our curriculum map helps us to ensure that skills are being built over time, with increased levels of challenge and that our department learning aims are being met.

