

<p>KS2 to KS3 progression:</p> <p>The KS2 English curriculum states:</p> <p>All pupils should be enabled 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.</p> <p>Also, building on KS2 English curriculum, Drama encourages students to read aloud from play texts to develop their fluency and confidence in the spoken word – one written play text is studied each year across KS3. Their weekly written evaluations in their drama exercise books also develops confidence in writing.</p> <p>Drama at KS3 builds on KS2 provision to speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>For KS3 Drama, we build on this prior knowledge by providing an inclusive and varied range of text and stimuli from which students can explore ideas and themes by applying drama skills and techniques. Drama terminology is embedded in all lessons. The schemes at KS3 are predominately practical, allowing students the opportunity to actively explore the subject; written analysis and evaluation is used to capture the learning each week. There are weekly opportunities for students to create (rehearse), share (perform), and respond (evaluate) the work developed in class.</p>			
<p>KS3 National Curriculum</p> <p>Drama at KS3 sits within the English National Curriculum. KS3 Drama supports reading, writing and speaking, particularly: improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>			
Intent for the year	Units	Duration	Assessment – performance and written

Year 7	<p>To introduce Y7 students to drama skills, techniques and knowledge through devising and scripted drama. To develop confidence through performance and an awareness and love of the subject. To understand how drama is created.</p> <p>MFA: Weekly verbal feedback; written feedback in booklets at end of term. Deep marking evidenced through detailed verbal feedback for assessment. Booklets are used to outline SoL and learning over the year, record weekly learning and progression over the course of the year. Students set a target at start of SoL in their booklets and can track their progress over the course of the year.</p> <p>SMSC: empathy, collaboration, creating and sharing stories.</p> <p>Darkwood Manor Knowledge & skills: group work, an introduction to drama as tool for storytelling. Still image, movement, soundscape, narration, mime, role play, conscience corridor, absent focus, improvisation, physical theatre, characterisation, performance skills (vocal, physical, use of space).</p> <p>Pantomime Knowledge & skills: supported by Y7 visit to the pantomime, students learn about pantomime performance skills and commedia dell'arte through practical skills and theatre history. Still image, exaggeration, mime, improvisation, slapstick comedy, clowning, commedia dell'arte, stock characters, role play, audience participation, physical theatre, theatre visit etiquette, own pantomime performance.</p> <p>A Midsummer Night's Dream Knowledge & skills: History of Theatre (Shakespeare/Elizabethan); Globe Theatre research; improvisation, characterisation, performance skills (vocal, physical, use of space), thoughts aloud, text work, still image, exaggeration, slapstick, comedy, narration, physical theatre.</p>	Darkwood Manor	Autumn half term	End of half term performance of a scene (created and performed in lesson). Final grade based on formative and summative assessments, including written work completed in booklet.
		Pantomime	Spring half term	End of half term performance of a scene (created and performed in lesson). Final grade based on formative and summative assessments, including written work completed in booklet.
		A Midsummer Night's Dream	Summer half term	End of half term performance of a scene (created and performed in lesson). Final grade based on formative and summative assessments, including written work completed in booklet.

Year 8	<p>To build on skills and knowledge developed in Y7. To continue to develop confidence, love of the subject and an understanding of how drama is created through performance skills, drama techniques and audience intent. To begin to consider design options when creating theatre.</p> <p>MFA: Weekly verbal feedback; written feedback in booklets at end of term. Deep marking evidenced through detailed verbal feedback for assessment. Booklets are used to outline SoL and learning over the year, record weekly learning and progression over the course of the year. Students set a target at start of SoL in their booklets and can track their progress over the course of the year.</p> <p>The Lottie Project Knowledge & skills: bringing a text to life; social, historical context of play text. Performance skills (vocal, physical and use of stage space); costume design skills (how costume designers create/enhance character and audience understanding).</p> <p><i>Students explore a script with themes linked to: identity, friendship, family, loyalty, making choices, education. Throughout the whole scheme students are asked to consider the choices the characters are making and how to portray the characters truthfully. Through discussion students are asked to reflect on links between the past and the present.</i></p>	The Lottie Project	Autumn half term	End of half term performance of a scene (created and performed in lesson). Final grade based on formative and summative assessments, including written work completed in booklet.
	<p>SoL: Melodrama & Silent Movie Knowledge & skills: History of Melodrama and Silent Movie (Laurel and Hardy & Black Silent Movie cinema/history); movement, mime, gesture, exaggeration, facial expression, audience interaction, still image, performance skills (vocal, physical, use of stage space), characterisation, improvisation, use of music, comedy, slapstick. How Melodrama informed Silent Movie performance style. (Melodrama knowledge and skills are re-visited and developed from Pantomime SoL in Y7.)</p>	Melodrama & Silent Movie	Spring half term	End of half term performance of a scene (created and performed in lesson). Final grade based on formative and summative assessments, including written work completed in booklet.
	<p>SoL: Greek Theatre Knowledge & skills: History of Greek Theatre, Greek myths, how Greek Theatre has influenced Western theatre. Greek conventions: chorus, symbols, messenger, mask work, ensemble; still image, role play, choral synchronised movement and speaking, stage fighting, marking the moment, improvisation.</p>	Greek Theatre	Summer half term	End of half term performance of a scene (created and performed in lesson). Final grade based on formative and summative assessments, including written work completed in booklet.

Year 9	<p>To build on skills and knowledge developed in Y7 & Y8. To continue to develop confidence, love of the subject and an understanding of how drama is created through vocal and physical skills, stage space, drama techniques and audience intent. To consider lighting design options when creating theatre. To perform in front of an audience/be part of a whole year group performance in the Y9 Arts Project.</p> <p>MFA: Weekly verbal feedback; written feedback in booklets at end of term. Deep marking evidenced through detailed verbal feedback for assessment. Booklets are used to outline SoL and learning over the year, record weekly learning and progression over the course of the year. Students set a target at start of SoL in their booklets and can track their progress over the course of the year.</p> <p>SoL: Childhood Knowledge & skills: Devising skills from stimuli linked to the theme of Childhood. Characterisation, performance skills (vocal, physical, use of stage space), still image, <i>Students explore the theme of Childhood and their understanding of the theme based on childhood memories, first day of school, child labour and cautionary tales. Students are asked to reflect on what is morally right or wrong, and what the theme of Childhood means to them through weekly devised responses to given stimuli.</i></p> <p>SoL: Y9 Arts Project Knowledge & skills: How to create/devise an original performance from stimuli that will encompass themes/stories/artists/people from around the world; how to develop performance ideas through the devising process; how to perform in role in front of an audience, performance skills (vocal, physical, use of stage space), still image, narration, use of chorus, physical theatre, mime.</p> <p><i>Students work collaboratively with their form to explore stimuli to create an original performance piece that is performed at the end of Y9 in front of an audience. Students develop skills in group work; research and negotiation; current social, historical, political contexts, while also developing creativity and a final performance piece. Students consider audience impact as they develop the ideas that they want to communicate to their audience. Students consider how lighting, costume and sound can be used to enhance their form's play.</i></p>	Childhood	Autumn half term	End of half term performance of a scene (created and performed in lesson). Final grade based on formative and summative assessments, including written work completed in booklets.
		Y9 Arts Project	Spring & Summer half terms	Spring Term: script development through practical exploration of theme/stimuli. Summer Term: focus on performance skills to bring script to life – verbal MFA to improve performance outcomes and to prepare for final performance in July. Performance of a scene (created and performed in lessons). Final grade based on formative (Y9 Arts Project performance) and summative assessments throughout the half term.

<p>Start of GCSE two-year course encompassing examination Components: 1 (devising), component 2 (performance from a text) and component 3 (bringing texts to life) through devising and scripted So. To continue to develop confidence, love of the subject and an understanding of how drama is created through vocal and physical skills, stage space, drama elements and forms, directing, designing and audience intent.</p> <p>MFA: Weekly verbal feedback; written feedback in exercise books according to component being studied over the course of the year. Exercise book to record weekly learning and grade progression, grade descriptors and drama terminology. Students set a target at start of each term in exercise book. Deep marking evidenced through detailed verbal feedback for assessment.</p> <p>Autumn Term 1: Introduction to set text 'Blue Stockings' (Component 3 Section A). Introduction to themes/context/characters/plot. Whole class read-through of play: application of performance/directing/designer skills to different scenes linking to examination questions. <i>Students explore a script with themes linked to: gender equality, wealth vs poverty, love vs knowledge, education, family, identity, friendship, loyalty, betrayal, making choices. Students are asked to consider the choices the characters are making and how to portray the characters truthfully. Through discussion, performance and written response, students are asked to reflect on what is morally right or wrong.</i></p> <p>Autumn Term 2: preparation for Winter Gathering performance. Students rehearse for WG focusing on performance skills (vocal, physical, use of stage space), still image, narration, mime, exaggeration, physical theatre, movement, mime and levels.</p> <p>Spring Term 1 & 2: Component 3 'Blue Stockings' - practical exploration linked to examination questions (see Autumn Term 1).</p> <p>Summer Term 1 & 2: Introduction to Component 1 Devising exam. In groups 3-6, students create original piece of drama based on a range of stimuli. Students evidence performance skills (vocal, physical, use of stage space), form, genre, style, character, language, structure. Analyse and evaluate the devising process in a 2000 word written portfolio. Performance and portfolio = 40% of GCSE (double lesson) Component 3 <i>Blue Stockings</i> - recap of play and examination questions in preparation for Y10 internal assessment (single lesson).</p>	<p>Component 3 'Bringing a text to life'</p> <p>Component 2 'Performance from a text'</p> <p>Component 3 'Bringing a text to life'</p> <p>Component 1 Devising & Portfolio</p>	<p>Autumn Term 1</p> <p>Autumn Term 2</p> <p>Spring term 1&2</p> <p>Summer term 1 & 2</p>	<p>CWA grade entered based on effort in class and written work completed in exercise books (exam questions). Performance assessment based on extract from scene in <i>Blue Stockings</i> (characterisation with lines learnt).</p> <p><i>No grade entered but teacher formative assessment of rehearsal and performance contribution and outcomes for Winter Gathering – performing in front of whole school.</i></p> <p>CWA grade entered based on effort in class and written work completed in exercise books (exam questions). Performance assessment based on extract from scene in <i>Blue Stockings</i> (characterisation with lines learnt).</p> <p>Y10 internal assessment grade based on Component 3 <i>Blue Stockings</i> (GCSE Drama Component 3 past paper).</p>
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Year 11	<p>Autumn Term 1: Component 1 Devising exam. In groups 3-6, students create original piece of drama based on a range of stimuli. Students evidence performance skills (vocal, physical, use of stage space), form, genre, style, character, language, structure. (Double lesson). Analyse and evaluate the devising process in a 2000 word written portfolio. Performance and portfolio = 40% of GCSE (single lesson).</p> <p>Autumn Term 2 Component 3 <i>Blue Stockings</i>. Recap play's themes/context/characters/plot. Application of performance/directing/designer skills to different scenes linking to examination questions (double lesson)</p> <p>Introduction to Component 2 Performance of a Text (single lesson). Students perform 2 extracts from a written play text (design option available); visiting examiner in Spring 2024 (20% of exam).</p> <p>Component 1 – completion of Devising portfolio – independent work.</p> <p>Spring Term 1: Component 2 – single lesson plus weekly intervention Component 3 – double lesson</p> <p>Spring Term 2: Double lesson: Component 3</p> <p>Single lesson: Comp 2 – when exam completed (date tbc), all focus on Component 3 <i>Blue Stockings</i> and Live Theatre.</p> <p>Summer Term: Double lesson – <i>Blue Stockings</i> – revision of play knowledge; how and why to apply performance skills to the text. Focus on: Performance skills – vocal and physical skills; use of stage space Directing – how to direct a performer in role Designing – lighting, sound, costume, set, props, staging.</p> <p>Single lesson – Evaluation of live theatre - analyse and evaluate performance and production choices made to create impact.</p>	<p>Component 1 Devising & Portfolio</p> <p>Component 2 Performance of a Text.</p> <p>Component 2 Performance of a Text.</p> <p>Component 3 Theatre Makers in Practice – Blue Stockings and Live Theatre evaluation</p>	<p>Autumn term</p> <p>Spring term</p> <p>Summer Term</p>	<p>Component 1 performance exam. Completion of first draft Portfolio by October half term. Written feedback to improve for final submission.</p> <p>GCSE mock 1 (1st week November) Comp 3 paper (<i>Blue Stockings</i>) Grade entered based on Component 1 performance exam, 1st draft portfolio; Comp 3 written exam (<i>Blue Stockings</i>).</p> <p>Hand in of final exam portfolio by end of Autumn Term.</p> <p>GCSE mock 2 (2nd week January) Comp 3 paper Section A (and B?). Grade entered based on practical work/development of ideas/effort in drama lessons. CWA grade/predicted grade 3.</p> <p>GCSE mock 3 (2nd week March) Comp 3 paper Grade entered based on practical work/development of ideas/effort in drama lessons. Written work completed on Teams. CWA grade/predicted grade 4.</p> <p>Formative grade entered based on remote learning effort during lessons and written work completed on Teams. CWA grade/predicted grade 5.</p> <p><i>Component 2 exam completed – Spring Term 2.</i></p> <p>Component 3 exam – (usually first week of GCSE exams).</p>
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Year 12	<p>Rationale: A level Drama and Theatre requires students to be critical theatre makers; they create their own devised play based on stimulus of a playtext and application of a theatre practitioner and write about the process; students perform two extracts from two published playtexts: a monologue or a duologue and a group performance.</p> <p>Students are given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This is an on-going development process over the two-year course.</p> <p>Students are introduced to the set text 'Machinal' that will be practically explored for their external examination. Students explore the text as theatre makers, including performer and designer considerations.</p> <p>Students to see live theatre and build on their evaluation skills.</p> <p>Students begin the exploration of an extract from a performance text in light of the work of a key theatre practitioner. Devising skills developed using the extract and practitioner as stimuli. As a group students devise their own piece of work based on the extract and practitioner. Students begin their portfolio of evidence detailing their devising process.</p> <p>The performances/design realisations for the piece are finalised and performed. These are assessed by the teacher. Students analyse and evaluate the devising process and the performance in their portfolio.</p>	<p>Component 3 Sections A & B (Live theatre evaluation and set text Page to Stage).</p> <p>Component 1 – performance and written portfolio</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>CWA grade entered based on remote learning effort during lessons and written work completed on Teams/exercise books: Autumn 1, Spring 1, Summer 2 and end of Y12.</p> <p>Component 1 Devised exam</p> <p>End of Y12 internal assessment: Component 1 scenes from devised play and portfolio so far. Machinal and Live Theatre written exam – Sections A & B from Component 3 written paper.</p>
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Year 13	<p>Rationale: A level Drama and Theatre requires students to be critical theatre makers; they create their own devised play based on stimulus of a playtext and application of a theatre practitioner and write about the process; students perform two extracts from two published playtexts: a monologue or a duologue and a group performance.</p> <p>Timeline: Students are given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course, as outlined in the specification. This is an on-going development process over the two-year course.</p> <p>Continuation of A level Drama, focusing on Component 2, Component 3 Section C (with revision of Sections A&B) and completion of Component 2 exam in Spring Term.</p> <p>Students are introduced to set text <i>Antigone</i> that will be explored for their external examination. Students are introduced to the work of the practitioner (Brecht). Students create their director’s concept of the text reimagined for a contemporary audience using the ideas of the practitioner.</p> <p><i>Students see more live theatre and further build on their evaluation skills.</i></p> <p>Students select a performance text and develop a monologue/ duologue performance or design for an extract from it.</p> <p>The monologue /duologue performances/design realisations are also performed. These are assessed by a visiting examiner.</p> <p>Students rehearse on a group performance of an extract from another performance text to those used for the devising stimulus and the monologue/ duologue.</p> <p>Students revise <i>Machinal</i> and <i>Antigone</i> explored over the course.</p> <p>Students prepare their live theatre evaluation notes and recap Section A questions.</p> <p><i>Internally assessed work is prepared for moderation.</i></p> <p>Students sit the external examination in June (usually first week).</p>	<p>Component 1 Devising performance and portfolio</p> <p>Component 3 Section C</p> <p>Component 2 Performance from a text</p> <p>Component 3 Sections A, B, C</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>Mock week 1 Completion of Component 1 portfolio Written exam: Component 3 Sections A (Live Theatre) and B (Machinal)</p> <p>Mock week 2: Component 3 Sections A (Live Theatre). B (Machinal) and C (Antigone with Brecht).</p> <p>Mock week 3: Component 3 Sections A (Live Theatre). B (Machinal) and C (Antigone with Brecht).</p> <p>Component 2 exam Spring Term – visiting examiner</p> <p>Component 3 exam (1st week of June).</p>
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