

Stanborough



Curriculum Intent and Vision for Drama

Our vision for the Drama Curriculum at Stanborough is to engage students in worldwide issues in an inspiring and impactful way to provoke thought, whilst gaining confidence and soft skills such as communication and co-operation which they can utilise effectively throughout their time at Stanborough and beyond.

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Key Stage 3

What is your curriculum intent for Key Stage 3?

Building on basic Drama skills from KS2 – understanding the roots of characters in Drama – study a range of texts with independent reading – creating empathy for characters and others – understanding the impact of stimuli to enhance creative writing - Exploring Shakespeare

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

They would have been engaged with independent reading but unlikely this is a script. Very few of them would have engaged with Drama skills as this is not something that is on the curriculum in primary schools, however there may have been exposure to basic drama skills in assemblies, shows and from TIE performances to engage in empathy for characters and understand worldwide issues.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

introduced to drama skills – subject terminology – historical contexts of drama – exposure to Shakespeare from a thematic perspective

What do students cover in Key Stage 3? When do they study it?

Year 8	Year 9
<p>(2021/22)</p> <ul style="list-style-type: none"> • Introduction to Drama • Theatre Roles • Introduction to Scripts • Teenage Runaways • WWII • Comedy 	<p>(2021/22)</p> <ul style="list-style-type: none"> - Practitioners - Theatre Design - The Crucible - Devising from Stimuli - Script work <p>(2022/23)</p> <ul style="list-style-type: none"> • Rosa Parks • Romeo and Juliet • Games as Stimuli • Script Writing • Monologues and Duologues • Fairytales and practitioners

Why do they study it in that order?

To understand how to create effective characters and communicate themes naturalistically with worldwide issues before applying it to script work and other comedic styles.

Does the Key Stage 3 coverage reflect the content in the national curriculum? N/A

How do you ensure students embed knowledge? What do you revisit? When?

The subject terminology learnt during their introduction schemes of work is embedded in every lesson thereafter within peer assessment, directing and plenaries. Skills learnt in Teenage Runaways can be passed on to WW2 and those learnt in Commedia can be passed into Comedy, script writing and monologues/duologues. Romeo and Juliet thematic exploration will also be passed into games as stimuli and script writing.

How do your curriculum choices contribute to the student's cultural capital?

Skill based learning and understanding – Introduction to Drama and scripts
 Workshop style lesson – Games as Stimuli and Fairytales and practitioners
 Understanding of the world of work – Script writing year 9
 Classic texts – Romeo and Juliet
 Understanding of style/genre – naturalism, classical and comedy
 Historical contexts of language and theatre – Commedia Dell'Arte, Shakespeare, Script Writing

Key Stage 4

What is your curriculum intent for Key Stage 4?

In-depth understanding of texts – forming an opinion in a critical way for live theatre – understanding theatre makers roles in performances – exploring design in theatre – understanding how different practitioner influences can change a performance creating alternative interpretations – critical thinking via their devising logs

How does Key Stage 3 prepare students for Key Stage 4?

Exploration of scripts/texts – introduction to scripts/script writing/monologues and duologues/Romeo and Juliet
 Set texts – Romeo and Juliet/Jeff/Rosa Parks
 Context explorations – Teenage runaways/Rosa Parks/WW2/Commedia Dell'Arte (Comedy)
 Understanding theatre makers roles – Script writing
 Practitioner influences creating an alternative interpretation – Fairytales and practitioners/Styles and Genres
 C2 Preparation – Styles and genres/monologues and duologues/Romeo and Juliet
 C1 preparation – Games as stimuli/Jeff/Rosa Parks

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
(2020/21)		
<p>Writing – A range of practitioner theories, styles and genres to put into practice for their Component 1 Exam</p> <p>Exploration of stimuli – In preparation for their component 1 exam</p> <p>Range of Scripts and their features – In preparation for their Component 2 Exam</p> <p>Design Subject Terminology and meaning</p> <p>Set Texts exploration and understanding – The Crucible</p>	<p>Writing – Understanding the Exam for The Crucible – performer questions</p> <p>Exploration of stimuli – In preparation for their component 1 exam</p> <p>Writing – Live Theatre Review</p> <p>Range of Scripts and their features – In preparation for their Component 2 Exam</p> <p>Completion of Component 1 coursework portfolios and devising using stimuli</p>	<p>Writing – understanding the exam for The Crucible – design questions</p> <p>C2 Coursework – set scripts and performance for external examiner</p> <p>Live theatre and C3 Revision</p>

Why do they study it in that order?

Year 9 – Understand different practitioners, styles, themes and genres to be able to put it into practice. Completing mocks/tasters in order of how they would do them over the GCSE course.

Year 10 – Breaking up the course into Theory and practical alternates to make the schemes accessible and engaging to students who are kinesthetic learners. Placing exam preparation first to allow time to adapt and be flexible with lesson planning as Component 1 preparation and Component 2 preparation can take less time if needed. Completing Component 1 at the end of the year so they have 40% of their GCSE complete before year 11 so they can focus on Component 2 (20%) and the written exam (40%).

Year 11 – The component 2 coursework must fall in the window Edexcel give January-March so this means any exam preparation must be done before that to allow time to revise before the exam.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Significant overlap of skills and subject terminology throughout the lessons. Both year 9/10 follow a similar structure to embed knowledge and add a sophistication of knowledge in year 10/11. Each year we cover different scripts embedding skills allowing for a confident outcome for the coursework practical. Dividing the set text into design and performer allows the pupils to focus on one element at a time to ensure knowledge is embedded and not overwhelming, however both terminologies are learnt and explored in year 9 so this is revisited in both ks4 years.

How do your curriculum choices contribute to the student's cultural capital?

Accessibility of technology and design options/understanding of theatre makers and the world of work
 Accessibility to theatre shows/trips

Key Stage 5**What is your curriculum intent for Key Stage 5?**

Engage with more theoretical ideas of influence in theatre and theatre concepts through understanding the role of different theatre makers and how to apply it themselves to create a concept

How does Key Stage 4 prepare students for Key Stage 5?

Critical evaluation of design concepts and understanding of practitioner influence.
 Script preparation for Component 2 from script learning and understanding in Component 2 at GCSE
 Stimuli preparation from Component 1 from devising using stimuli in Component 1 at GCSE

What do students cover in Key Stage 5? When do they study it?**Year 12**

1. Practitioners
2. C1 preparation
3. C1 coursework – stimuli under the influence of a practitioner and portfolio
4. C3 Section A preparation – Live Theatre – review option only
5. C3 Section B Preparation – Set Text Equus – performance and design options

Year 13

1. C3 Section C Preparation – Set text Woyzeck concept under the influence of a practitioner
2. C2 coursework – monologue/duologue and group performance
3. C3 Revision

Why do they study it in that order?

Practitioner first as new ones will be learned at A Level which they have to use for their C1 coursework a term later. Section A and B of the exam over 12 weeks as these are the shorter parts of the exam. Section C, 15 weeks to study after summer of learning about it for homework as this is the longer part of the exam. C2 coursework as that is the window option given by Edexcel. Revision before exam.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Range of skills and subject terminology learnt will be used throughout lessons, from year 13 there will be a mock assessment of the exam every 4 weeks despite practical work as revision will be set as homework.

How do your curriculum choices contribute to the student's cultural capital?

Accessibility to live theatre trips and the world of work in theatre – creating their own design concepts and accessibility to the design technology.

How do you prepare students for learning beyond Key Stage 5?

Seminar and lecture style teaching, presentations, formal essays, independence in coursework