

## Curriculum Intent for Drama

### Key Stage 3

#### What the Curriculum is Designed to Do:

The Key Stage 3 Drama curriculum is designed to ignite creativity, build confidence, and foster collaboration. Our aim is to provide students with a platform to explore, express, and develop their imagination while learning key performance and communication skills. The curriculum encourages critical thinking, emotional intelligence, and self-expression, helping students to understand and engage with the world around them. It also aims to deepen students' appreciation for theatre and dramatic art forms, both as performers and informed audiences, while preparing them with skills that are transferable across other academic disciplines and life.

#### How We Deliver the Curriculum:

	Autumn	Spring	Summer
Year 7	Building the basic Drama toolkit through roleplay	Applying Drama toolkit through Commedia Dell Arte	Embedding Drama toolkit through script exploration
Year 8	Apply Drama toolkit through decoded cultures	Apply Drama toolkit through violence in the media	Exploring practitioners through text in practice

#### How We Assess Students:

Assessment in KS3 Drama is both formative and summative, designed to support students' ongoing development and ensure they understand their own progress. Formative assessments include regular verbal feedback from peers and teachers during practical work, self-assessment reflections, and peer evaluations after performances. Teachers assess students' ability to engage with key drama concepts, including use of space, movement, vocal expression, and character development, while also considering their teamwork and creative input. Summative assessments occur at the end of units and typically involve group performances, presentations, and reflective written tasks that evaluate both the creative process and final product. Students are assessed against clear criteria that measure performance skills, creativity, and their understanding of dramatic conventions.

#### How It Benefits Students' Learning and Personal Development:

The KS3 Drama curriculum plays a crucial role in students' learning and personal development, equipping them with a range of skills that are valuable both within and beyond the classroom. On a personal level, Drama builds communication, teamwork, and leadership skills through collaborative projects. It promotes empathy and emotional intelligence as students explore different characters and situations, deepening their understanding of human experiences and emotions. Through

performance, students learn to take creative risks, develop resilience, and manage constructive feedback, all of which contribute to their growth as individuals.

Drama also enhances students' cultural literacy, as they engage with different texts, traditions, and theatrical styles from across the world. It helps foster critical thinking and problem-solving skills through the creative process of devising and responding to drama, preparing students for success across a range of future academic and professional contexts. Ultimately, Drama supports the holistic development of students, enriching both their intellectual and emotional lives.

## Curriculum Intent for Drama at Key Stage 4

### What the Curriculum is Designed to Do:

The Key Stage 4 Drama curriculum, aligned with the WJEC GCSE specification, is designed to deepen students' understanding and appreciation of drama and theatre while refining their performance, devising, and analytical skills. It aims to equip students with the technical knowledge and practical experience needed to excel in both individual and ensemble work. The curriculum fosters creativity, critical thinking, and communication skills while encouraging students to explore a wide range of theatrical styles, texts, and practitioners. It also prepares students for success in written evaluations and examinations, where they reflect on their own work and that of others with insight and confidence.

### How We Deliver the Curriculum:

The KS4 Drama curriculum is delivered through a blend of theoretical study, practical exploration, and performance work, closely following the WJEC GCSE Drama structure. Lessons are designed to develop students' skills in the three key areas assessed at GCSE: *Devising Theatre* (Component 1), *Performing from a Text* (Component 2), and *Interpreting Theatre* (Component 3 – written exam).

1. **Devising Theatre (Component 1):** Students are guided through the creative process of devising original performances from a stimulus, working collaboratively to explore, create, and perform. This encourages students to develop creativity, teamwork, and reflective practice, with emphasis on documenting the process in a written portfolio.
2. **Performing from a Text (Component 2):** Students develop skills in interpreting and performing texts, exploring character, staging, and dramatic conventions. They perform two key extracts from a chosen play to a live audience, gaining experience in both performance technique and theatrical design elements like costume, lighting, and sound.
3. **Interpreting Theatre (Component 3):** Students are prepared for the written examination by studying a set text and live theatre performances, developing analytical skills to interpret character, themes, and production elements. They learn to write critically about how dramatic meaning is created in performances, both in their own work and professional theatre productions.

Practical lessons are complemented by theatre trips, workshops, and the use of professional performance footage to help students connect theory with practice. Students also engage with the work of key practitioners and theatre styles to expand their creative toolkit.

### How We Assess Students:

Assessment in KS4 Drama is aligned with the WJEC GCSE Drama assessment structure, combining practical and written evaluations across all three components:

1. **Devising Theatre (40%):** Students are assessed on both their performance and their process. This includes a devised performance and a portfolio of supporting evidence that documents the creative journey. The portfolio reflects on the stimulus, development of ideas, and evaluation of the final performance.
2. **Performing from a Text (20%):** Students are externally assessed on their performance of two key extracts from a play, focusing on acting skills and interpretation of the text. Design students may choose to be assessed on technical elements such as lighting, sound, or costume.
3. **Interpreting Theatre (40%):** The written exam assesses students' ability to analyse and evaluate a set text and live theatre production. Students respond to questions about how drama communicates meaning through performance, design elements, and direction.

Regular formative assessments throughout the course include peer and teacher feedback, reflective journals, and mock examinations to prepare students for both practical and written components.

### **How It Benefits Students' Learning and Personal Development:**

The KS4 Drama curriculum offers significant benefits to students' academic and personal development. Academically, it builds on their prior experience by refining their performance skills, deepening their understanding of dramatic conventions, and enhancing their ability to evaluate and analyse theatre. The course encourages students to develop as confident, articulate individuals, able to communicate effectively in a range of contexts. Beyond academic success, they will have developed a strong sense of self-awareness, teamwork, and the confidence to communicate effectively, all of which are invaluable for personal growth and future success.