

Cultural capital and local context	<p>We strive to place a sense of purpose and appreciation of Drama within the curriculum for our students. Drama lessons will encourage and enable students to consider that knowledge and creativity complement each other, and that the quality of their work is important, not just the quantity. That Drama is just as important as other subjects in helping them to understand the world.</p> <p>Example: Students learn about current world issues and how to understand them and express their views creatively. This gives them an insight into their city and the cultures surrounding it as well as how History has shaped not only the city but also the country and the world. We do this through a number of topics and scripts.</p>
Ambitious	<p>All Drama lessons contain challenge tasks which offer the chance to consider high order thinking, evaluation and performance. Students are given the opportunity to explore drama in TV and Film also, while GCSE and A level terminology is present in KS3 lessons. Students are challenged via the evaluation of their own and each other's work as well as preparing them with exam based questions.</p> <p>Example: The opportunity to watch, discuss, understand and evaluate theatre allows for students to think with a wider depth and understanding as well as linking to Gatsby Benchmarks in regards to the Theatre, TV and Film industry and profession.</p>
Logically structured	<p>Across KS3 we teach to the same structure as GCSE in regards to the components, layering and building knowledge across the three years, allowing students to see what is fully expected by the end of each year as well as at GCSE. In KS4 we teach in regards to when the exams are set by the exam board, following a mock structure in year 10, with the exams being completed in year 11. This allows us to address misconceptions and allows for students to be fully prepared and confident when it comes to doing the assessments in year 11.</p> <p>Example: Year 9 has been restructured so that it follows the same structure as year 10 preparing students for their first year of GCSE.</p>
Intelligent assessment	<p>The department has embedded transitional language into all KS3 lessons which allows students to practice assessment skills. We examined the GCSE structure to inform the planning of KS3 assessments. There will be continuous assessment across all lessons through the use of peer, self and teacher assessment as well as spotlighting.</p> <p>Example: Currently, we have 3 main assessments at KS3 for each year group.</p> <ol style="list-style-type: none"> 1) A devised performance that students have created over a series of lessons - these will be longer and more will be expected dependant on the year group. (This is based on the Component 1 assessment of KS4) 2) Analysis, evaluation and practical exploration of a play text for the purpose of a written exam. This again is done over a series of lessons with students being asked to verbally answer exam questions as well as doing a mock version of the GCSE written exam paper. Again, this will change dependant on the year group with year 9 doing a paper that is closer to the GCSE exam then what Year 7 would complete. 3) Interpretation and performance of a script. This again is based on the GCSE exam, with students learning an extract from a script and performing it for the assessment. This will be worked on across a series of lessons. Each year group will have different performance lengths, dependant on year group as well as different scripts.
Breadth and Depth	<p>In the Drama department we think it is imperative to allow students to develop their understanding of the key drama concepts. We have designed our KS3 curriculum to ensure that students have an opportunity to explore and develop skills across all areas of drama in and outside of the theatre, including reading, writing, watching, performing, filming, analysing and evaluating.</p> <p>Example: We given students the opportunity to learn about film and TV through the use of soap operas, which gives students creative control in terms of story, design and filming while closely being monitored by us.</p>
Retention	<p>Across KS3, students are consistently asked to analyse and evaluate each other's work as well as their own using key terminology, answering in full sentences. These are then translated into written answers also. Within lessons, key terminology is always referenced and reinforced in lessons through plenaries, peer assessment and starters. In KS4 students have books they can use to make notes for key terminology, ideas and key information, and these are also used for revision and notes for the written exam.</p> <p>Example: Key terminology is recorded on PowerPoint slides during lessons as well as being a key focus during questioning. Key terminology is also signposted around the room.</p>

Equality

We provide an opportunity for all students to succeed in Drama. Each teacher has a class pack with relevant student information as well as planned groupings for classwork.

Example: key words, terminology and techniques are displayed in the classroom. Every lesson has differentiated resources. For assessments at KS3 we have support sheets which include writing templates, key word definitions and sentence starters. There is planned and targeted intervention for GCSE at multiple times in the year.