

## Curriculum & Assessment Rationale 2023

### Drama Department

*“Learning in and about the arts is essential to intellectual development.”*

— Ken Robinson, Creative Schools: The Grassroots Revolution That's Transforming Education

*“Art is not a mirror held up to reality but a hammer with which to shape it.”*

- Bertolt Brecht

### The Curriculum Intention

The key concepts in drama are driven by social, emotional and mental wellbeing and aim to build personal skills which can be relied upon to succeed, not only in drama lessons but beyond school life and in future employment. The ability to explore emotions safely, understand and read the feelings of others, look at the world from different perspectives and use storytelling to develop a world view are at the heart of the drama curriculum. At the core of drama is the development of empathy in all young people; engagement, communication and oracy, creative imagination, clarity of expression, autonomy, leadership confidence and cooperation are the byproducts of our curriculum. There is more to drama than being able to perform on stage. Opportunities are embedded for students to be able to hone and develop performance talent but equally important is the ability to understand the purpose of the theatre we create. Methodologies of theatrical practitioners are introduced throughout the key stages to enable students not only to 're-enact' but to shape their own unique ideas with a greater understanding of the need for style, intention, theatrical form and to learn to celebrate individual and unique perspectives.

The **Health and Performance Faculty Vision** includes three key strands which underpins our subject area within Lawnswood School:

1. Creativity and Performance
2. Physical and Emotional Health and Wellbeing
3. Engagement Opportunities beyond the classroom

The **Lawnswood School Drama Department** has opportunity for:

- the **real-world application of drama skills** within chosen professions
- developing the wider / softer skills which underpin the **successes of young people** throughout their lives
- developing students **social and emotional understanding** by exploring the world around us through storytelling
- exploring current issues within a safe space
- linking our curriculum to the **PSCHE curriculum** in order for students to put into practice the key concepts of **British Values**

The **National Curriculum** has a basic outline of what is expected from the **Drama Curriculum** in terms of its links to English and we are lucky to broaden the theatrical experiences for students here at Lawnswood by offering a dynamic curriculum.

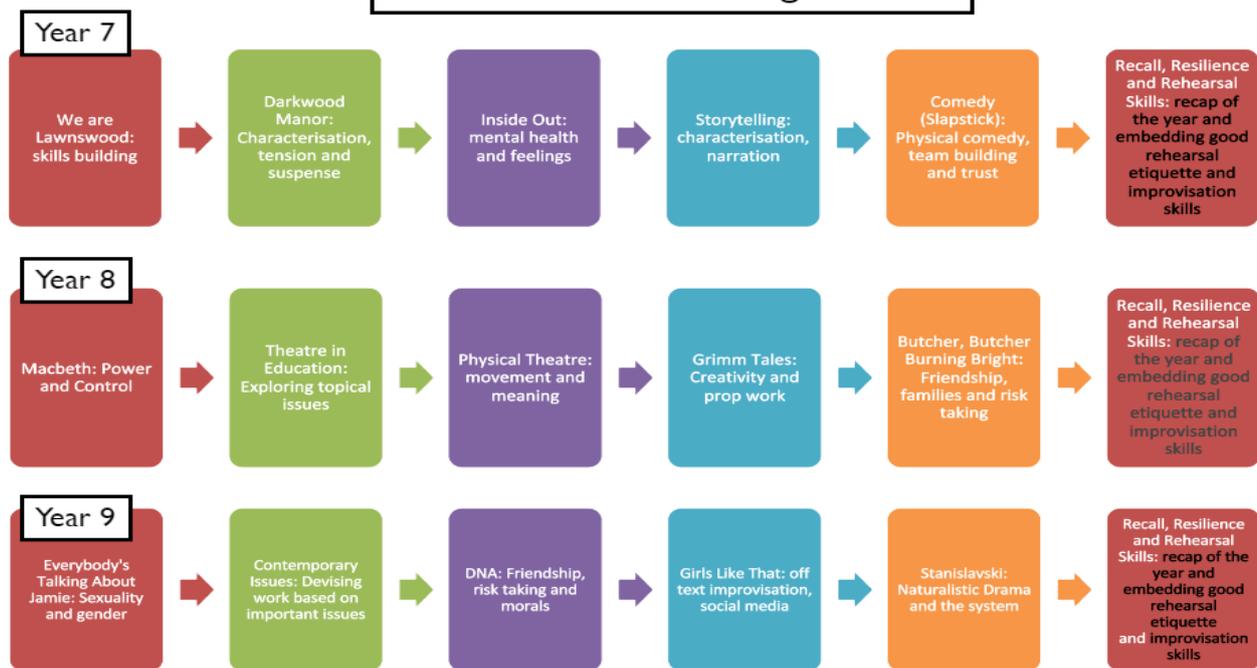
We have divided the learning experience into three strands:

- the **performance** of drama
- the **analysis and understanding** of theatrical conventions
- the **evaluation** of drama

Emotional wellbeing, empathy and storytelling at the centre of the taught units and students can build their stage skill and theatricality as a result of exploring themes through techniques. There are ongoing opportunities through practical theatre-making, watching each other make and perform work and responding using theatrical vocabulary which allow learners to develop their own understanding and to be able to form assessment judgements which are appropriate to the work they have done, and can be used to inform the next stage of their theatrical journey. At KS3 assessment might look like a short performance based around a key theme and skill and students are given verbal feedback at all stages in the practical classroom and given PINs feedback as part of the learning swirl. Such assessments are understated and are an opportunity for students to showcase their progression of skill and development of confidence. The limitations of technology and space to save work hinder us building a bank of assessment evidence.

The learning journey is used for each Scheme of Learning and is designed to inform students of the steps throughout the scheme, highlights points of assessment and also includes areas for AfL. Students are Developing, Meeting or Exceeding in their overall Achievement in Drama. Teaching staff highlight theatrical progress on a grid which has given statements to aid the teaching staff in choosing an appropriate success point. This also aids staff in monitoring and standardising at KS3. KS4 is designed around AQA GCSE Drama and we work using the given notional grade boundaries each academic year.

## KS3 Scheme of Learning - Drama

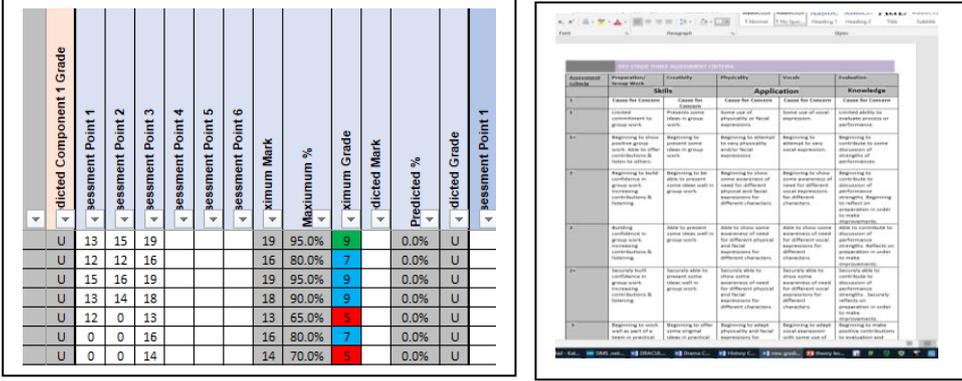


Skills	Strategies and Approaches	Areas of Focus
Constructive Criticism Directing Improvisation Devising Role Play Line Learning Considered use of costume/props Considered use of space Characterisation Narration Vocal Expression Vocal Projection Body Language Gesture/Movement Facial Expression Physical Theatre Mime Critical Thinking Analysis Inference and deduction Reviewing and recalling	Role Play Considered use of costume/props Considered use of space Conscious Alley Choral Speech and movement Thought Tracking Cross Cutting Teacher in Role Spontaneous Improvisation Prepared Improvisation Soundscapes Slow Motion Script work Role Play Role on The Wall Mime Mantle of the expert Freeze frames/Still Images Forum Theatre Theatre in Education Multi-rolling Physical Theatre	Design: Lighting, sound, costume, props, puppetry, set  Live Theatre: Reviewing, analysing, recalling, identifying and critiquing  Characterisation: Physical and vocal skills, inhabiting a character, developing backstory and inner thoughts and feelings  Devising: responding to a stimulus, research and collaboration, exploring performance devices, storytelling, making original work  Storytelling: narration, tableau, body as prop, multirole, costume and prop work  Ensemble work: collaboration, discussion, trust, sharing, spatial awareness, boundaries

## The Implementation; how the Lawnswood Links are addressed

Lawnswood Link	Elements	Expectations within Drama
Confidence 	Resilient learners  Strong subject knowledge	<p><b>KS3: <u>Becoming a theatre maker</u></b></p> <ul style="list-style-type: none"> <li>✓ Overall KS3 Scheme of Learning is shared with department staff, all units are provided with key words. Teaching staff have discretion to develop or use their own theatrical examples and T&amp;L activities.</li> <li>✓ Teaching staff use Cats and centrally recorded/collected data to inform planning and teaching to ensure that all students are challenged and able to access learning.</li> <li>✓ Throughout the Scheme of Learning lessons will include elements of Performing Drama, Devising Theatre and Evaluating Live Performance. Drama Education KS3 is often built around three main strands, which are interrelated and overlapping. These are:               <ul style="list-style-type: none"> <li>○ Creativity and Performance</li> <li>○ Physical and emotional health and wellbeing</li> <li>○ Engagement opportunities beyond the classroom</li> </ul> </li> <li>✓ Teachers use a range of targeted questioning techniques and activities to develop students oracy, particularly using key vocabulary.</li> <li>✓ Theatricality is the foundation of every lesson. Each student may have a different creative journey and this will be obvious.</li> <li>✓ A large portion of many lessons is centred around Informal and Formal learning where students may be given independent rehearsal time. Teacher will monitor, facilitate, coach etc dependant of the requirements of the dramatician.</li> <li>✓ Students and staff take the use of theatrical equipment safely and make time for the set up/break down of rehearsal spaces.</li> <li>✓ Staff support, challenge, and encourage pupils to take their theatrical skill and enthusiasm from beyond the classroom.</li> </ul> <p><b>KS4:</b></p> <ul style="list-style-type: none"> <li>✓ Teaching staff follow the AQA GCSE Specification and an agreed long term plan with department head.</li> <li>✓ Teaching staff use data to inform planning and teaching to ensure that all students are challenged and able to access learning.</li> <li>✓ Lessons may be completely dedicated to coursework components. Teaching staff will monitor, coach, facilitate and lead dependant on the stage of individual learners. Reflective practice is completed though questioning at the end of each session and through HL to develop oracy and written aspects with key vocabulary.</li> <li>✓ PINS is used regularly in line with T&amp;L policies. Teachers have discretion to explore interesting methods of assessment for formative and AfL.</li> <li>✓ Formal summative assessments include a marked sheet clearly using PINS and the specification criteria.</li> </ul>
Ambition 	Focus on your Future	<p><b>KS3:</b> Every Scheme of Learning has an activity based around a FOYF, this ranges from a case study on a professional career journey or applying skills needed for a certain area of the industry.</p> <p><b>KS4:</b> students explore all job roles in the theatre and are assessed regularly. Staff also run regular theatre visits and back stage tours to ensure students are well versed in the working elements of a theatre.</p>
Communication 	Literacy (WORDS)	<p><b>KS3:</b> Students explore a set of key words each Scheme of Learning, which is developed through Oracy, small written tasks, Self / Peer Assessment Tasks and Reflective writing at the end. There is a strong emphasis on being able to communicate the understanding of a key word through theatrical examples. Eg: physical theatre</p> <p><b>KS4:</b> Key words from KS3 are built upon and developed to a more formal use in coursework. Students currently learn Set Works on the AQA specification where they must show an understanding of theatre making in a written capacity. The majority of exam questions are extended writing tasks. Practical components include extensive written work in the form of reflection, exploration and evaluation.</p>

## The Assessment Practice

Key Stage 3/4 Assessment Rationale	Drama Department
How progress is tracked	<p>Progress is tracked against the key Unit requirements set by the exam board towards the given assessment point.</p> <p>Students' progress is tracked throughout the units through scripted tasks, discussion using key vocabulary, teacher intervention during workshop and rehearsal performances, final presentations, practise questions mocks and performances. Verbal feedback is given constantly through the process.</p>
Screenshot from the tracker to exemplify and copy of KS3 Assessment Criteria	 <p>The first screenshot shows a tracking spreadsheet with columns for 'dictated Component 1 Grade', 'assessment Point 1' through '6', 'Maximum Mark', 'Maximum %', 'dicted Mark', 'Predicted %', and 'dicted Grade'. The second screenshot shows a table of assessment criteria with columns for 'Assessment criteria', 'Preparation/ Group Work / Creativity', 'Physicality', 'Application', and 'Knowledge'.</p>
How Developing/Meeting/Exceeding is determined at KS3	<p>A student is assessed against the criteria provided for each assessment point. The assessment points are generated by referring back to assessment descriptors and what we expect students to develop in drama. Students are deemed to be Developing/Meeting/Exceeding against their expected GCSE, this information is not shared and students have discussions about what elements can be improved up in the practical space. Each students Developing/Meeting/Exceeding is personalised to their learning, we make this explicit that nobody's looks the same, as therefore this would be the archaic system of levels. Staff dedicate departmental meeting time to standardisation of work. Learning Walks and QA also focus on this.</p>
How achievement is assessed and tracked	<p>The tracker descriptors have subcategories at KS3:          Evaluation          Preparation/ Group work / creativity          Physical and Vocal</p> <p>The tracker at KS4 includes detail on each AQA component on the GCSE specification.</p>
How students are stretched and challenged	<p>Tasks have varying levels of challenge and students are encouraged to fine tune their skills through rehearsal and performance.</p>
How intervention is provided to Developing students	<p>As a department, we have a teaching toolkit for intervention when a student is developing. These are often personalised to learners and may include:</p> <ul style="list-style-type: none"> <li>• 1-1 work with exam technique and acting skill at GCSE</li> <li>• Targeted Extra Curricular</li> <li>• Differentiated scripts – especially at KS4</li> <li>• Contact with home</li> <li>• Financial help with trips and visits – we pay for a lot of KS4 students</li> </ul>