

Drama on a Page 2024 / 2025

DRAMA

Subject Leader: TRACY CHILDS

CURRICULUM INTENT:

The aim of Drama department is to give the skills required to be creative and inquisitive about the modern world. Those skills include ones that are specialist to Drama and some that are key skills for the future. These include teamwork, evaluative skills, independent working and presentation skills.

As students move forward through the school we want students to develop the skills further and in more detail to the point where they have a toolbox to access Drama at further education. At KS3, the drama curriculum focuses on the exploration and development of key performance skills. Students are able to explore the world of making and creating drama from a range of stimuli through to analysing the plays and theories of key practitioners such as Bertolt Brecht. Groups of students are encouraged to perform sections of a scripted scene using space to communicate relationships and effective timing. Further to exploring practically drama and theatre, students will have experience of evaluating live theatre looking at not only acting but the role of designer.

The Drama Department at Montsaye Academy aims to develop drama students so they are confident and collaborative. With a combination of teacher led delivery, independent rehearsal, performances and workshops we aim to complement the transferable, employability skills that they are developing in other subject areas as well as prepare students for the everyday world of working within a team.

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Year 7	Apply Rosenshine's principals of instruction through modelling skills and applying these skills in a practical application. All lessons will use subject specific vocabulary which will be embedded throughout the lesson and retrieval of this will be demonstrated during the DO NOW phase as well as CHECK FOR UNDERSTANDING part of the lesson. Each lesson will build on prior knowledge and the form and structure will be a spiral curriculum that builds throughout the year. Due to the limited access of the drama curriculum the lessons will also form an episodic structure so that pupils are developing skills that are transferable, such as co-operation, communication and confidence which can be embedded and developed into other KS3 lessons.								
	Term 1	BASIC SKILLS- A base line assessment of the fundamentals of drama at KS3		Term 3	Presenting and Performing-Script work Matilda		Term 5	DEvised-Theatre in Education Looking at a social/political/cultural issue and creating a performance.	
	The rationale of our DO NOW in a practical subject encourages the learner to use subject specific vocabulary so that during the evaluation part of the lesson learners can recall vocabulary that is precise. Whilst developing oracy, learners are encouraged to evaluate their own work and the work of others. The evaluation part of the lesson may be evident during the check for understanding part of the lesson. The sequence of topics derive from the KS4 BTEC curriculum where learners take a practical approach to the lesson and develop skills and knowledge in the performing arts from a creating, performing and evaluating structure.								

Year 8	In term 1 Pupils will retrieve, clarify and share their understanding from the year 7 curriculum in the first instance. Introducing a new genre through direct instruction and modelling through a practical context. DO NOW tasks will focus on subject specific vocabulary Learners to create off text improvisation scenes using music and mime to demonstrate skills in Comedy and Melodrama. The structure of the sessions will have a physical warm up due to the nature of the genre. Pupils will create, perform and evaluate. Checking for understanding will be observable through the "you" phase of the lesson . Evaluation/Exit tickets will be evident during the end of the lesson as pupils are preparing for their next lesson.																	
	Term 1	Melodrama/Slapstick-		Term 2	Music		Term 3	Presenting and Performing-Blood Brothers by Willy Russell		Term 4	MusicPresenting and Performing-Blood Brothers by Willy Russell		Term 5	Devised- TIE Based on a given stimulus pupils will respond, create, perform and evaluate their own original performance.		Term 6	Music	
	The rationale of the year 8 curriculum will be to build on the skills of year 7. Close any gaps and address misconceptions that may have arisen. Introduce genres that challenge learners skills, knowledge and understanding. All units covered in year 8 will be developed in year 9.																	

Year 9	The implementation of the lessons will focus on a practical application. Mini white boards will be used to demonstrate our knowledge of subject specific vocabulary and retrieval of objectives.																		
	Term 1	Physical Theatre- Frantic Assembly Practitioner - An introduction to a practitioner, genre and style				Term 3	Presenting and Performing Texts-Godber and Wheeler scripts that use the conventions of physical theatre, which was introduced in T1. Develop knowledge and understanding of Brechtian techniques through the application of scripted performances.						Term 5	Music					
	To develop students as skilled performers. To provide students with a toolbox of skills, knowledge and understanding that will support learners that opt for BTEC at KS4 To provide students with an insight into how this subject is going to be useful in their chosen next steps in life, focusing on the transferable skills of collaboration, team building, oracy and presentation skills. To prepare students for the everyday life of working within a community. In year 9 the rationale and intent is to build, consolidate and introduce the skills required for BTEC Performing Arts. This year will give learners a taste to the form and structure that drama will provide at KS4 whilst at the same time revisit the skills and knowledge taught during the year 7 and 8 curriculum. All lessons will have a DO NOW activity upon arrival which will be a retrieval activity of key terminology.																		

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Following a vocational BTEC for our year 10 pupils the first Non-examinable component which is internally assessed will be completed in T4 of year 10.(Date to be confirmed)													
Year 10	Term 1	Introduction to Practitionerss	Term 2	Component 1: Exploring the performing arts LO A. Investigating a professional production.	Term 3	Component 1: Exploring the performing arts LO B Demonstrate understanding of the skills,techniques used by professionals	Term 4	Component 1: Exam 2: Performance unit	Component	Term 5	Component 2 Performance unit	Term 6	Component 2
	<p>The rationale is that this vocational qualification has three components. The aim is to complete a component during year 10 and begin with introducing the skills for C2 during T4 of the first year of delivery. C2 to be completed during the Autumn of the following year and the remaining time will focus on C3 until May of the following year.</p> <p>The implementation of this will be that the pupils will spend 4/5 of the sessions as practical. The 1/5 will be based in the computer suite to ensure the coursework has priority. The balance of time will reflect the amount of practical and professional work can be taught, modelled and explored.</p>												