

Curriculum Intent, Implementation and Impact 2019-20

Subject DRAMA

Year group: 7

Periods per fortnight: 2

INTENT: To give students the opportunity to explore Drama from a range of perspectives:

- By devising their own, original work;
- By bringing to life the work of a playwright;
- Exploring a range of drama strategies which will inform performance and devising work.
- Learning to work in a range of group sizes.
- Creating a culture of independent exploration.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Half term 1- Introduction to Drama.</p> <ol style="list-style-type: none"> 1- Understanding of freeze frames, mime and transitions in the context of performance. 2- Working from starting points/stimulus 3- Exploring the concept of plot and storytelling. <p>Half term 2- Pantomime.</p> <ol style="list-style-type: none"> 1- Introduction to Pantomime. Research key skills and characteristics. 2- Devise a group Pantomime, applying key skills. <p>Assessment:</p> <p>Dec 2018 – Group Performance of Pantomime.</p>	<p>Homework:</p> <ul style="list-style-type: none"> - No homework in Drama for KS3. Students are invited to rehearse for assessments. However, this is not a compulsory activity. <p>Google Classroom</p> <ul style="list-style-type: none"> - No classroom needed for KS3 	<ul style="list-style-type: none"> - Although it is not essential for students to rehearse, during assessment tasks, students like to spend time working on their assessment piece. Therefore, students may need support to enable them to stay after school for rehearsals.
Spring Term	<p>Half term 1- Alice in Wonderland (Physical Theatre)</p> <ol style="list-style-type: none"> 1- Exploring how to use our bodies for performance. 2- Research and understanding of story. 3- What is personification? 4- Create a performance based on the Jabberwocky. 	<p>Homework:</p> <ul style="list-style-type: none"> - No homework in Drama for KS3. Students are invited to rehearse for assessments. However, this is not a compulsory activity. <p>Google Classroom</p> <p>No classroom needed for KS3</p>	<p>Although it is not essential for students to rehearse, during assessment tasks, students like to spend time working on their assessment piece. Therefore, students may need support to enable them to stay after school for rehearsals.</p>

	<p>Half term 2- Rosa Parks/Devising</p> <ol style="list-style-type: none"> 1- Who is Rosa Parks? 2- Exploring attitudes towards discrimination/prejudice and bullying. 3- Devising from stimuli and a theme. 4- Comparing the 1950's with today's society. 		
Summer Term	<p>Half term 1- Working with scripts.</p> <ol style="list-style-type: none"> 1- What is a script? What are the key characteristics needed for a script? 2- Exploring existing texts and developing understanding of structure. 3- Learning lines and performing extracts. <p>Half term 2- Monologue</p> <ol style="list-style-type: none"> 1. Creating a character 2. Developing an extended piece of writing based on the monologue 3. Performing the monologue to a small or large audience 	<p>Homework:</p> <ul style="list-style-type: none"> - No homework in Drama for KS3. Students are invited to rehearse for assessments. However, this is not a compulsory activity. <p>Google Classroom No classroom needed for KS3</p>	<p>Although it is not essential for students to rehearse, during assessment tasks, students like to spend time working on their assessment piece. Therefore, students may need support to enable them to stay after school for rehearsals.</p>

IMPACT:

By having a strong rehearsal ethic encouraged through classwork and through continuous rehearsal students should be able to develop the resilience they need to produce the performances.

By having video assessments for each unit the students should have time to work reflectively and to learn to critique their own work.

Students will increase their ambition as they use this time to reflect and review and realise that by breaking the course into the clear areas they have the ability to achieve.

Breaking down the drama course into different areas of expertise based on the expectations built from both mastery statements & the GCSE course they will encounter at Key stage 4 it will allow students to develop the confidence to approach Drama in all its aspects