

## **Drama Curriculum Overview 2021+: rationale and methodology**

### **Assessment in Drama**

#### **Assessment Rationale**

The Assessment Criteria and Learning Questions aim to provide opportunities for students to create and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

#### **English National Curriculum**

The Key Stage 3 Curriculum states that 'all pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.

1. Students should have opportunities to improvise, devise and script drama for one another and a range of audiences.
2. Students should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
3. Students should be able to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

#### **Through the study of Drama, Students will be able to:**

Apply their knowledge and understanding of performance genres, texts and styles, their social, cultural and historical context including the theatrical conventions of the period in which they were created when Making, Performing and Responding to drama.

#### **Key Stage 3 Knowledge and Understanding of Drama will be demonstrated through the students' ability to:**

1. Work collaboratively to generate, develop and communicate performance ideas (C)
2. Develop a range of theatrical skills and apply them to create performances (P)
3. Reflect on and evaluate their own performance work and that of others (R)

#### **Creating**

This area of assessment is focused on how you use your knowledge and understanding to go about making drama in lessons. Part of this focus is on how you interpret the text, style, practitioner or genre that you are given to create Drama from, as well as focusing on your ability to communicate your ideas and how you work to develop the ideas of others. Another part of the focus examines how you improve your drama before it is performed. It focuses on how you are developing a drama.

### **Performing**

This area of assessment is focused on how you use your skills in performance. The first part of the assessment focuses on your ability and accuracy in using the key terminology in the lesson to create a performance, whether that is mask work, naturalism or Physical Theatre. The second part of the assessment focus is your ability to use a range of vocal and physical skills to portray a role and then to sustain that role throughout a performance. It also focuses on your ability to apply specific theatrical conventions to a performance.

### **Responding**

This area of assessment is focused on how you respond to the drama that both you and others have made. This could range from your peers to professional, live theatre. One focus is on how you use key terminology to describe and explain your work and the work of others. Another is how you use that key terminology to analyse and evaluate what went well and why and suggest improvements of your own work and the work of others.

### **Key Stage 4**

#### **Assessment Objectives**

- AO1: Create and develop ideas to communicate meaning for theatrical performance.
- AO2: Apply theatrical skills to realise artistic intentions in live performance.
- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4: Analyse and evaluate their own work and the work of others.

#### **How is learning assessed in Drama?**

Assessment of students' understanding focuses on metacognition strategies with a focus on students being able to 'create' something with the knowledge they have gained. Assessment is sequenced formatively in lessons through following the TMWS learning cycle .

- Feedback in Drama folders will indicate what progress they are making against specific objectives and will indicate next steps in their learning.
- Key stage 3 students will be assessed at the end of each term with a Summative Key Assessment Task.
- Key stage 4 students are assessed at the end of each half term with a Key Assessment Task focusing on a particular component, Assessment objective or area of study.

### **Assessment Strategies in Drama**

- A range of Questioning
- Peer assessment
- Self Assessment
- Review of Learning Log
- High challenge, low stakes testing
- Evaluation Forms
- Summative Assessment: Key Assessment Tasks (1 per term at KS3 and 1 per half term at KS4)

### Long Term Plan

<b>Year Group/ Term</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>YEAR 7</b>	Introduction to Drama	Introduction to Drama	Journeys	Journeys	60-minute play	60-minute play
<b>YEAR 8</b>	For 2022 only : Introduction to drama	For 2022 only : Introduction to drama	Entrapment	Entrapment	Howling Manor	Howling Manor
<b>YEAR 9</b>	Rotation: Theatre from around the world	Rotation: Theatre from around the world	Rotation: Theatre from around the world	Theatre practitioners and genres Section A Comp 1	Theatre in Education	Theatre in Education
<b>YEAR 10</b>	Pantomime	Pantomime	Blood Brothers	Blood Brothers	Live Theatre Review Revision for Mocks	Devised Piece Twisted Tales Revision for Mocks
<b>YEAR 11</b>	Devised Piece	Devised Piece	Scripted Piece	Scripted Piece	Revision for Exams	GCSE Exams

Homework:

Key stage 3. Once every 2 weeks: Based upon research and topics.

Key Stage 4: Once every 2 weeks: Pupils must attend a lunch time rehearsal at least once. Pupils have drama diaries to complete after every lesson.

Pupils will also be required to complete written coursework at home if not completed in the lesson.

**Formative Assessment Plan**

<b>Year Group/ Term</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>YEAR 7</b>		CREATING A CHARACTER ASSESSMENT		CREATING A DEVISED PIECE		MUSIC/ PERFORMER ASSESSMENT
<b>YEAR 8</b>		CREATING A CHARACTER ASSESSMENT		VOCAL AND PHYSICALISATION ASSESSMENT		GROUP STORY TELLING ASSESSMENT
<b>YEAR 9</b>	Each group will do a Learning Log for Creating, a performance sheet and an evaluation form	Each group will do a Learning Log for Creating, a performance sheet and an evaluation form	Each group will do a Learning Log for Creating, a performance sheet and an evaluation form	Section A Comp 1	CREATING ASSESSMENT	TIE Performance  Comp 2 Devised
<b>YEAR 10</b>	CREATING ASSESSMENT	Pantomime Performance  Comp 2 with log book	Comp 1 Section B	Comp 3 Scripted	Comp 1 Section C	Mock
<b>YEAR 11</b>	Log Book 1 &2	Log Book 3 Comp 2 Internal Exam with moderator	MOCKS	Comp 3 External Exam	GCSE EXAMS	GCSE Exams

