



Curriculum Statement

Drama Department
Ranelagh School

Drama is the most immediate way in which a human being can share with another the sense of what it is to be a human being. It is an awakening of understanding in which we not only reflect reality, but shape it. Theatre is a verb before it is a noun, an act before it is a place which universally questions, empowers and unites human kind.

For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control
2 Timothy 1:7

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this we seek wisdom and pursue excellence.

Core Values

The Drama Department at Ranelagh School aims to provide all pupils with a drama education that encompasses the core disciplines of creating, performing, and responding to drama, whilst being embedded in our shared vision and the core values of the Ranelagh School Learner Profile:

- **Confidence** - Students are able to use their knowledge of drama to contribute to group and class discussions. They share opinions confidently about drama and theatre, using tier three language to inform evaluation and analysis. Students confidently apply performance skills to present and perform work. For example, in year 8, students are able to collaborate, create and perform commedia dell'arte characters and scenarios confidently and then evaluate their contribution.
- **Resilience** - Students are able to keep learning even when they find work difficult. They show flexibility and stamina and are open to targets to improve. When they need to work for long periods on challenging problems they persevere, both in terms of performance, understanding and quality of their written work. Students understand that Drama is a discipline and something that needs to be practiced to improve. For example, in year 10 when devising work students persevere with creating original group work.
- **Creativity** – Students are given the opportunities to be inspired by existing stories or work, create their own work using stimuli and develop their understanding of different styles. Drama enriches their imaginative development and allows them to create new meanings. For example, in year 7 students are required to use their imagination to produce mime and physical theatre work by imagining props and set.
- **Empathy** – Students are able to recognise and respond to the emotional or mental state of others. They perform as characters which enables their inhibitions to be absent as they play someone different to them. This is seen in year 8 through Forum Theatre where the audience moves from spectator to 'spect-actor'. The point is to try and fix the scenario for the better. This moves beyond recognizing emotions and encourages students to respond to the emotions and thoughts of others, in particular with the victims in the scenarios.
- **Curiosity** - Students are inquisitive and have a genuine interest to learn more about drama. They are 'spect-actors' contributing to their own and others work through questioning themselves, each other, their community and the world around them. For example, in Year 12, students use social, cultural, political and historical information to inform the creation of their devised work often raising questions and never answers through their work.
- **Independence** - Students self-regulate their learning. They are able to work independently in practical and written tasks. They respond to feedback in order to improve their learning and organise themselves to ensure they are prepared to achieve their best work. They have self-belief, can access resources and know how to learn successfully beyond Ranelagh. For example, during the design unit in Year 9, students work independently on a design element and research, prepare and present their chosen designs.

Aims of the National Curriculum for Drama

Drama is a statutory part of English in the National Curriculum for England (2013). The Spoken Language section reads as follows:

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to

others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Intention of the Ranelagh Drama Curriculum

The intention of the Ranelagh Drama Curriculum is that all students receive a Drama education that:

- Students will enjoy learning about Drama and develop an understanding of its knowledge base and skills;
- Students will make strong progress in drama throughout the key stages;
- Students will learn a wide range of transferable skills including teamwork, leadership, creativity and resilience;
- Students will appreciate different forms, genres and styles of Drama from a variety of cultures and traditions;
- Students will achieve the highest level of success commensurate with their aspirations;
- Students will become actively involved in their own learning and be able to work well independently and collaboratively, thinking analytically and evaluating effectively;
- Students will develop an increased awareness of the relevance and significance of Drama for life – for the individual, and for the local, national and international communities;
- Students will develop informed opinions, supported by reasonable arguments and free from prejudicial intolerance;
- Student will explore relevant social and cultural context, through scripted and devised components, interpreting the world around them with an intended effect.
- Students will be given the opportunity to take part in extracurricular drama and exposure to professional performances.

At **KS3**, the Drama Department use the Council for the Curriculum, Examinations & Assessment to inform and focus curriculum, the intent in Drama is for pupils to:

Assessment Objective 1: Developing an appreciation of the Performing Arts through:

- 1.1. Evaluating a range of theatre mediums, live and pre-recorded, technical and performance.
- 1.2. Exploring the purpose and meaning of design and technical theatre aspects.
- 1.3. Interpreting the themes, messages and morals that theatre mediums present.
- 1.4. Creating new and original performance work that is meaningful to the individual creators.
- 1.5. Exploring the ways in which they can relate to the theatre 'experience'.

Assessment Objective 2: Develop as individuals through:

- 2.1 Expressing themselves emotionally and imaginatively through design, performance and evaluation of work.
- 2.2 Exploration and response to the views and feelings of others.
- 2.3 Exploration of issues related to personal health.
- 2.4 Exploration of issues related to moral character.
- 2.5 Exploring ways in which uplifting/spiritual experiences can be conveyed through performance, design and the written word.

Assessment Objective 3: Developing as contributors to society through:

- 3.1 Exploration of how drama is used to educate about and resolve issues of social concern.
- 3.2 Exploration of how drama reflects and gives insight into a range of cultures.
- 3.3 Exploration of the effects of media and ICT.
- 3.4 Exploring issues related to ethical awareness that requires weighing up and making difficult choices.
- 3.5 Investigation of how the skills developed through drama are vital to life/work situations and a range of careers.

Implementation of the Ranelagh Drama Curriculum

Drama is taught in mixed ability groups in all year groups. The classes are taught by two specialist Drama teachers, in one specialised Studio with lighting and sound equipment and one large classroom space. Year 7-9 students have two hours a fortnight of Drama, with GCSE and A Level being option choices.

The implementation of the Ranelagh Drama Curriculum is:

- Clear routines and expectations are in place, presentation of work, DIRT, pair/group work etc.

- Being taught tier three language and creating glossaries to support oracy and written work, with some rote learning at KS4 and KS5 to revise key concepts.
- Evaluating and analysing their own, others and professionals creating, performing and written work.
- Developing creative, presentational, performing and responding skills.
- Discovering aspects of the history of drama, building an awareness of the historical styles of drama and how they have shaped modern performance.
- Developing literacy and oral skills:
 - o Reading is implemented using scripts and written stimuli.
 - o Written tasks support practical learning and students write in a broad range of creative tasks from poetry to script writing and monologues. Evaluative writing features in every unit.
 - o Oracy forms a large part of the curriculum with students sharing their opinions and evaluating their own and others work.
 - o There is a strong focus on tier 2 and tier 3 language being used in oral and written work.
- Exploration of play texts and a variety of stimuli to develop understanding of the world around them and theatre as a whole.
- Homework set to consolidate and extend knowledge and skills and often shared with the class to inform next steps.
- Students understanding the place of each lesson within sequences of lessons and being able to draw on prior attainment to enrich and expand current learning.
- Using and evaluating performance and design skills in their own, peers and professional live work.
- Students using mark schemes and exemplar work to understand how to create and improve written and performance work.
- Students using questions in group tasks and whole class discussion to consolidate learning and develop higher level thinking.

Impact of the Ranelagh Drama Curriculum

Through the study of drama, students have developed detailed knowledge and broadened their skillset in all aspects to Drama. Students should be able to devise, perform and analyse Drama and Theatre as an art form. A holistic engagement with drama will have informed their development as creative and artistic individuals, and broaden their aesthetic, social and cultural experience. The Drama department strives to prepare students for the next stage of their education and aspire for them to continue their interest and skills set learnt in Drama.

- Drama is measured using the following methods:
 - Images and film clips of the young person's practical learning.
 - Quality of practical performance outcome.
 - Books, portfolios and coursework of evidence of progress and understanding.
 - Student evaluations / Peer assessment.
 - Uptake of extracurricular activities- numbers of students involved in productions ·
 - Behaviour of students during performances (listening and being respectful)
 - Pass rate at KS4 and KS5 qualifications.

Drama has an impact across the whole school since when students are involved in productions, performing art events and festivals. It has also complemented the Mock Trial competition and supports all subjects where presentations are required.

Key Stage 3 Curriculum Plan

	Autumn Term		Spring Term		Summer Term	
Year 7	Theatre and character Exploring performance skills through the style of Melodrama. AO1.3,4 AO2.2,4 AO3.1	Theatre and conventions Exploring a variety of conventions such as flashforward, split stage, multi-rolling and slow-motion alongside the script Grimm Tales. AO1.2,3,4,5. AO2.1,2,3,4,5 AO3.1,3	Theatre and performance from a script Exploring how we move from page to stage with the script The 39 Steps AO1,2,3,5. AO2.1,2,4 AO3.1,4	Theatre and its team Exploring the role and responsibilities of people in the theatre and developing an understanding of design. AO1.2,3,4,5. AO2.1,2,4 AO3.1,2,3,4,5.	Theatre and style Exploring a variety of styles and theatre companies such as mask and mime with Vamos, physical theatre and Frantic Assembly. AO1.2,3,4,5. AO2.1,2,3,4,5 AO3.1,3	Your Way, Your Play Devising original work using everything learnt in the principle of performer and designer AO1.2,3,4,5. AO2.2,5 AO3.1,2,4
Year 8	Theatre and music Exploring the genre of Musical Theatre AO1.1,2,3,4. AO2.1,5 AO3.1,2.	Theatre and Shakespeare Exploring Shakespeare's theatre conventions AO1.1,3,4. AO2.5 AO3.2	Theatre and comedy Exploring the genre of Commedia dell'Arte AO1.3,4,5. AO2.2,5 AO3.2		Theatre around the World Exploring how theatre has evolved from Greek to different styles such as Kabuki and Kathakali AO1.1,3,4,5. AO2.2,4,5 AO3.1,2,4.	Devising Drawing on the different styles, periods and cultures of theatre and creating an original piece. AO1,2,3,4,5. AO2.2,5 AO3.1,2,4
Year 9	Theatre and rehearsing Exploring different ways to rehearse playscripts alongside the text of Girls Like That. AO1.1,3,5. AO2.1,2,3,4. AO3.1,2,4.	From Page to Stage Examining the script Noughts & Crosses in relation to the role of designer. AO1.2,3,4,5. AO2.1,2. AO3.1,2,3,4,5.	Theatre and the body Investigating non-verbal styles of drama. Exploring practitioners and companies such as DV8 and Frantic Assembly. AO1.3,4,5. AO2.1,2,5. AO3.2,3.	Theatre and Politics Exploration of theatre practitioners who have a political intention. AO1.1,2,3,4,5. AO2.1,2,4,5 AO3.1,3,4.	Verbatim Theatre Creating original theatre using interviews and spoken word to inform plot and structure. AO1.2,3,4. AO2.1,2,3,4,5 AO3.1,2,3,4.	Theatre and the Audience Exploring how to effectively critique a production of One Man Two Guvnors. AO1.1,2,3,5. AO2.1,2,3,4,5 AO3.1,3,4.

Sequencing of the Ranelagh KS3 Drama Curriculum

1. The curriculum is structured in a sequential manner, so that key skills are taught in a logical order, allowing clear progression through the key stages.
1. Students will receive the essential knowledge and skills in the key areas of creating, performing, and responding from the point of view of a director, performer, designer, and critic.
2. The curriculum model focuses on the key skills of drama and how theatre has been established and developed through history, showing the links and justification for how and why theatre is developed and performed.
3. Pupils will be immersed in many different styles of theatre whilst learning the key skills; a broad understanding of the wider theatrical world is critical for a drama student.
4. Year 7 is structured so that students learn and then practice core skills. In the Autumn term students explore vocal, physical and spatial skills in the creation of character. From this they then develop an understanding of how to structure a play, applying the previous skills learnt in Autumn 1. In the Spring term 1 students focus on all the roles from designer to stage manager to performer alongside a script and create, perform and respond to short performed/designed extracts. Students then develop their understanding of the key skills further but develop them alongside different theatre styles, exploring specific practitioners and companies. This year of study and choice of topics are used as a springboard to teach creating, performing and responding skills.
5. Year 8 is structured so that students explore theatre history and are able to recognise how different conventions were introduced and used in theatre. As the year progresses, student make links with the different forms of theatre and apply their learning from Year 7 into the different styles and genres of the theatre.
6. Year 9 is structured so that students explore specific theatre practitioners, and styles, further developing and refining their practical skills in relation to exploring and creating drama with a specific intention. Summer term 2 has a focus on evaluating and analysing Live Theatre, with students watching a production and learning how to evaluate and analyse other theatre makers. This allows all students to access a production whilst also learning how to structure a written evaluation. This is completed at this time in the calendar as examinations in other year groups impacts on the practical teaching space available and so these lessons can be taught in a classroom.

Ranelagh School Drama Department - Key Stage 3 Assessment Flightpath

Year 7

Grade	Creating	Performing	Responding
9	I am a productive leader who co-operates and compromises. I apply a broad range of techniques to develop mood and atmosphere in performance work, considering the audience.	I have secure control of all performance skills and perform and sustain engaging and original characters that show emotion and have an awareness of the audience. I choose and adapt conventions appropriate for creating mood and atmosphere.	My writing is fluent; I experiment with a range of sentence structures and consistently use key terminology when evaluating and analysing live performances, giving detailed targets.
7-8	I am a collaborative member of my group, solving problems and moving work forward. I use a variety of techniques that develop status and period for a performance.	I perform and sustain character/s that are appropriate for the period, genre and context I am working in, using a variety of vocal, physical and spatial skills. I confidently apply appropriate conventions to communicate the plot and character/s.	I use key terminology consistently and evaluate work, highlighting strengths and targets. I describe the skills used in performance in detail and am able to comment on their impact.
5-6	I take a collaborative role in creating tasks; offering clear suggestions for developing creative ideas and work. I use a variety of techniques that develop status for a performance.	I perform and sustain character/s using appropriate vocal, physical and spatial skills. I can perform and sustain the use of conventions in practical work.	I evaluate my own and others work and show an awareness of strengths through the correct use of some key terminology and literacy conventions.
3-4	I make a reasonable contribution to the creation of work and can develop my own ideas. I can use some techniques to respond in role and communicate with other characters.	I perform and sustain (grade 4) character/s that are different to me using vocal and physical skills. I can perform using some conventions to structure a performance.	I form my sentences correctly, describing the work and explaining what I liked about it. I show creativity to achieve the criteria set.
1-2	I listen but contribute very little and allow others to complete my work. I can respond with simple answers when questioned in role but lack imagination to develop characterisation.	I perform basic character/s using some physical skills but frequently corpse or forget my lines. I understand that there are different ways to structure plays, but I do not always understand them.	I can write in full sentences but am unable to use punctuation and grammar correctly. I have a basic knowledge and understanding of the topics/work covered.

Year 8

Grade	Creating	Performing	Responding
9	I am a confident and efficient director who considers others' views but has an overall vision for my group's practical piece. I apply a comprehensive range of techniques to develop mood and atmosphere in,	I am able to interpret character/s from a variety of theatre periods, considering mood and atmosphere and stage shape. I choose and apply conventions appropriate to a specific style, showing an awareness of the social	My use of vocabulary, grammar and key terminology enables me to achieve extended written work to a high standard, making clear links to the question.

	considering the audience and reviewing the development regularly to improve the final product.	and historical context and impact on the audience.	My homework always outstrips the demands of the criteria set and I spend a large amount of time on completing work.
7-8	I am a productive leader who co-operates and compromises with the group and is able to delegate roles that consider all production elements. I apply a broad range of techniques to develop mood and atmosphere in performance work, considering the audience and reviewing the development regularly.	I have complete control of all performance skills and am able to adapt them when required to establish sensitive character/s that have clear relationships and objectives. I choose and apply conventions that represent and symbolise themes and issues appropriate to a specific style and/or playwright/practitioner.	My written work is well structured and shows a secure use of literacy conventions. I analyse work, giving detailed examples of key moments and their impact. My homework goes beyond the demands of the set criteria and shows a secure understanding of the topic studied.
5-6	I am a collaborative member of my group, solving problems and moving work forward. I use a variety of techniques that develop status, period, style and context for performance.	I perform and sustain character/s that are appropriate for the style, period, genre and context I am working in, using a variety of vocal, physical and spatial skills. I confidently apply appropriate conventions to communicate the plot and character/s.	My writing is fluent; I experiment with a range of sentence structures and consistently use key terminology when detailing skills used and their impact on the performance. Homework is confidently and creatively completed and consistently fulfils the criteria, showing best work.
3-4	I regularly contribute to the creation of work and develop my own and others' ideas; showing some leadership skills. I am able to experiment with a variety of techniques to create and sustain character/s.	I perform and sustain character/s using appropriate vocal, physical and spatial skills. I structure work using a variety of conventions.	I evaluate work and show an awareness of strengths through the correct use of some key terminology and literacy conventions.
1-2	I listen carefully and am sometimes able to respond appropriately. I can ask others questions and can use basic techniques to develop practical work.	I perform simple character/s using dialogue and some physical skills. I can perform using a simple convention when directed by others which are sometimes sustained.	I often describe the work I watched or took part in rather than evaluating strengths and weaknesses.

Year 9

Grade	Creating	Performing	Responding
9	I am an assured and effective director who completes wider research to inform my decisions. I actively listen and build on other suggestions, ensuring a shared vision and a clear intention. I apply a comprehensive range of techniques to develop mood and atmosphere and am aware of	I am able to interpret character/s, considering mood and atmosphere, from a variety of texts and stimuli. I adapt my use of performance skills to interpret social and historical context for a modern audience. I choose, adapt and apply conventions appropriate to a specific style, showing an awareness of the social	My written work shows an accomplished ability to analyse and evaluate work, consistently using key terminology and literacy conventions correctly.

	how conventions can impact meaning. I always consider the audience and review the creating process regularly to improve and enhance the final product.	and historical context and awareness of the impact on the audience.	My homework shows wider reading and research around the task set and is consistently creative and produced to the highest standard.
7-8	I am a confident and efficient director who considers others' views but has an overall vision for my group's practical piece. I apply a comprehensive range of techniques to develop mood and atmosphere in performance work, considering the audience and reviewing the development regularly to improve the final product.	I have complete control of all performance skills and am able to adapt them when required to establish sensitive character/s that have clear relationships and objectives. I choose, adapt and apply conventions that represent and symbolise themes and issues appropriate to a specific style and/or playwright/practitioner.	My use of vocabulary, grammar and key terminology enables me to achieve extended written work to the highest standard. I use wider research to inform my responses and consistently make clear links to the question. My homework always far outstrips the demands of the criteria set and shows I have self-corrected previous mistakes.
5-6	I am a productive leader who co-operates and compromises with the group. I apply a broad range of techniques to develop mood and atmosphere in performance work, considering the audience.	I have secure control of all performance skills and perform and sustain engaging and original characters that show emotion. I have an awareness of the audience and choose and adapt conventions appropriate for creating mood and atmosphere that affect them.	My written work is well structured and shows a secure use of literacy conventions. I analyse work, giving detailed examples of key moments and their impact. Homework goes beyond the demands of the criteria and shows a secure understanding of the work.
3-4	I take a collaborative role in creating tasks; offering clear and sensitive suggestions for developing creative ideas and practical work. I use a variety of techniques that develop status and period for a performance.	I perform and sustain character/s using appropriate vocal, physical and spatial skills. I structure work using a variety of conventions.	I use key terminology consistently and evaluate work, highlighting strengths, weaknesses and setting targets. My homework shows a sound understanding of the work studied and is always neatly presented. It fulfils all aspects of the set criteria but can lack creativity.
1-2	I contribute to the creation of work and develop my own ideas. I use techniques to respond in role and communicate with other characters.	I perform and sustain character/s using some vocal, physical and spatial skills. I can perform and sustain the use of conventions in practical work.	I evaluate work and show an awareness of strengths through the correct use of some key terminology and literacy conventions. My homework shows creativity and an effort being made to achieve the criteria set.

Key Stage 4 Curriculum Plan

	Autumn Term		Spring Term		Summer Term	
Year 10 AQA Teacher 1	<u>Introduction</u> Re-cap techniques, skills, conventions, and necessary design elements.	<u>Comp.2</u> Strategies, rehearsal techniques, skills development. Continue Devising and Log.		Devising exam (TBC) See live theatre for final exam.		<u>Comp.3.</u> Choose play scripts Monologues / Duos/Group
Year 10 AQA Teacher 2	<u>Comp. 1 Section A</u> Technical terminology for design and stage craft	<u>Comp. 1 Section C</u> Genres/Styles Watch theatre and evaluate for mock.	<u>Comp. 1 Section B</u> Study of set text – Things I Know to be True by Andrew Bovell/Blood Brothers by Willy Russell/The Great Wave by Francis Turnly.		<u>Comp. 1 All Sections</u> Revisit and pan for mock.	
Year 11 AQA Teacher 1	<u>Continue Comp.3</u> Choose extracts. Rehearsal		<u>Comp.3</u> Exam (TBC)	<u>Comp.1</u> Revision and practise papers.		Study Leave
Year 11 AQA Teacher 2	<u>Comp.1</u> Section A & B revision.	<u>Comp.1</u> Section C revision Mock		Final written exam		

Sequencing of the Ranelagh KS4 Drama Curriculum

- The curriculum is structured in response to the demands of the AQA GCSE Drama specification.
- The curriculum model allows students to access both practical and theoretical Drama throughout the whole course as students have two teachers.
- The exams and non-exam assessment will measure how students have achieved the following assessment objectives:
 - AO2: 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.
- Component 1, Understanding Drama (Written exam 40% is divided into the following assessment criteria:
 - Section A: Theatre Roles and Terminology AO3 (4 marks)
 - Section B: Study of Set Play AO3 (44 marks)
 - Section C: Live Theatre Production AO3/AO4(32 marks)
- Component 2, Devising Drama (40%) is divided into the following assessment criteria:
 - Devising log Section 1: Response to stimulus AO1 (20 marks)

- Devising log Section 2: Development and collaboration AO1 (20 marks)
 - Devising log Section 3: Analysis and evaluation AO4 (20 marks)
 - Devised performance AO2 (20 marks).
- 6.** Component 3, Texts in Practice (20%) is two performances from one extract AO2 (40 marks).

Key Stage 5 Curriculum Plan

Year 12 Edexcel Teacher 1	<u>Comp. 1 Devising</u> Introduction to Practitioners - workshops		<u>Comp. 1 Devising</u> Extract and practitioner chosen, rehearsal and creation. Completion of Devising Portfolio.		<u>Comp. 3</u> Section C – Set Text Woyzeck by George Buchner	
Year 12 Edexcel Teacher 2	<u>Comp. 3</u> Section B – Set Text Accidental Death of an Anarchist by Dario Fo		<u>Comp. 3</u> Section A - Live Theatre Mock of Section A & B		<u>Comp. 2</u> Choosing monologues/duologues and group pieces.	
Year 13 Edexcel Teacher 1	<u>Comp. 2</u> Rehearsal and prep for exam.			<u>Comp. 3</u> Section C - Revision	<u>Comp. 3</u> Exam Prep	Study Leave
Year 13 Edexcel Teacher 2	<u>Comp. 3</u> Section B – Revision	<u>Comp. 3</u> Section A - Revision	<u>Comp. 2</u> Practical Exam			

Sequencing of the Ranelagh KS5 Drama Curriculum

1. The curriculum is structured in response to the demands of the Edexcel GCE Drama and Theatre specification.
2. The curriculum model allows students to access both practical and theoretical Drama throughout the whole course as students have two teachers.
3. The exams and non-exam assessment will measure how students have achieved the following assessment objectives:
 - AO2: Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice
 - 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
4. Component 1, Devising (groups performance and individual written coursework)
5. Component 2, Text in Performance (monologue/duologue and group performance/design)
6. Component 3, Theatre Makers in Practice (written examination).