

Drama – Aims/Intent

Drama Follows the National Curriculum in English: [Secondary national curriculum \(publishing.service.gov.uk\)](https://nationalcurriculum.publishing.service.gov.uk)

Our intent is that all students should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Students should be able to adopt, create and sustain a range of roles and respond appropriately to others in role. Students will have opportunities to improvise, devise and create drama for their peers and a range of audiences. Students will also learn how to interpret scripts for performance focusing on characterisation and how they manipulate their use of voice to convey meaning. They will learn to work effectively as part of an ensemble to rehearse, refine, share and respond thoughtfully to a stimulus. Students will use formal English to evaluate their own work and the work of others.

The aims in Drama are that students will be taught:

1. To speak confidently, audibly and effectively using Standard English confidently in a range of formal and informal contexts including classroom discussion.
2. To be able to work effectively in groups of different sizes and take on required roles, including leading and managing others, involving others productively within the rehearsal process, and contributing to meeting goals.
3. To develop your ability to listen to and build on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.
4. To be able to plan performance work for different purposes and audiences, including selecting and organising information and ideas effectively for the stage.
5. To develop a range of performance skills in order to use role effectively by adjusting your tone, volume, mood, silence, stillness and action to add impact.
6. To explore stimuli and performance texts, understanding the importance of their social, cultural and historical context.
7. To be able to reflect on and evaluate their own work and that of others.
8. To develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice and understand the career pathways open to them.
9. To always adopt safe working practices.
10. To gain knowledge of a range of theatre skills that are used in presenting a piece of theatre, i.e., make-up, lighting, costume props, etc.
11. To continuously develop specific technical vocabulary through lessons, home learning, booklets, scripts and revision guides.
12. All learners (including EAL/SEND and M.A.) to make strong progress.

How cultural capital is enhanced through Drama:

Personal Development

Workshops and discussions about careers in drama and information of further and higher education with artists from the industry and alumni. Developing confidence and teamwork through discussions, collaborative work and critiquing professional works.

Social Development

Students will be made aware of political, social, historical and current affairs through varying stimuli and the analysis of different texts. Students will develop their understanding of society through their exploration of themes, issues, characters, dialogue and language. Students will gain knowledge of classic texts such as, Lord of the Flies, Frankenstein, A Christmas Carol, Macbeth and others that further enhance their social mobility.

Physical Development

Students will develop a great understanding of how to use facial expression, body language and proxemics to convey meaning. Throughout the course students will further develop their co-ordination, self-control and physical fitness. Students will explore their physicality through developing techniques associated with key practitioners. Developing students' sense of identity as performers. Reflecting in their work through self-evaluation and assessment.

Spiritual Development

Arguably, the theatre is born from religion. Students' engagement in Drama can build a sense of community, increase self-knowledge, develop empathy and help create a sense of purpose. Student's study set texts that explore different religions and convey spiritual truths. Spiritual practice and Dramatic presentation can often share common elements: costume, storytelling, a playing space, and an audience. Therefore, our subject helps to embody the sense of community, belonging and the sharing of stories that most religions are connected by.

Cultural Development

Students will explore how theatre has formed in several parts of the globe. Students will also be introduced to the origins of different ways of storytelling from Ancient Greek Theatre to Commedia Dell'Arte. Analysing professional work based on different cultures and texts by multicultural artists. Identifying how meanings/themes/intentions/stimuli are conveyed.

Moral Development

Students will explore plays and stimuli that pose questions surrounding morality. Students will discuss the ethical and morally righteous path in response to set texts and stimuli. Through analysis of texts and stimuli we will endeavour to promote a stable set of social values that can be transmitted between generations. Students will give an opinion of the work of others with a justification for their view. Students will need to abide by the behaviour policy throughout their lesson demonstrating the principles of right behaviour.

How students' vocabulary is developed through Drama:

- Students demonstrate an understanding of key words and vocabulary through their analysis of their work and others.
- Students are encouraged to use technical vocabulary and apply their understanding of terminology through discussions, verbal feedback and in writing, when analysing their own work and professional productions.
- Key vocabulary is used when describing, analysing and identifying the contributions of professional productions.
- From the start of Key Stage 3 students are introduced to key terminology, which is built upon year by year. They are introduced to new terminology, explore this practically and analyse how this is used and evidenced in peers' and professional performances.
- Key terminology grids, booklets and resource lists are provided to students from Year 7 onwards to support students with revision and when writing/analysing dramatic texts.

Implementation

GCSE Drama Eduqas

Drama is offered as part of the Performing Arts curriculum at the Academy. It is taught in tutor groups at Key Stage 3 (Year 7 and Year 8) and is an option for Key Stage 4 and in the Sixth Form.

Key stage 3:

During Y7 and Y8 Key Stage 3 students have two lessons of Drama over the two-week timetable. All students are given the opportunity to practise their drama skills which they use to explore issues, themes and concepts and create scenarios. They learn to evaluate their own work and the work of others. The students are continuously assessed throughout their dramatic exploration on performance skills, and social skills, and evaluative skills. Students are assessed throughout the year, using peer and self-assessment and success criteria is shared with the students in each lesson, based on taught content. Teachers will follow their long-term planning to ensure the curriculum is well sequenced and students can build on their knowledge, skills and understanding.

Key stage 4:

In Y9, Y10 and Y11, Key Stage 4 students follow the Eduqas GCSE specification. This specification offers the students the opportunity to develop drama skills in acting, improvisation, devising and script work, following a set programme of study. They have the opportunity to develop their skills in directing and the

technical side of drama through the design pathway. Students are assessed throughout the year, using peer and self-assessment and success criteria is shared with the students in each lesson, based on taught content. Teachers will follow their long-term planning to ensure the curriculum is well sequenced and students can build on their prior KS3 knowledge developing and mastering their skills and understanding. All assessments are filmed, and students use recordings to improve progress.

<https://www.edugas.co.uk/media/abtjz5rx/edugas-gcse-drama-spec-from-2016-e-v4-25-10-2021.pdf>

Key stage 5:

In Y12 and Y13 students follow the A Level Edugas specification. This specification offers the students the opportunity to explore a range of theatre practitioners and recognised theatre companies in depth. The students will be involved in the reinterpretation of a classic text whereby they will have to generate a new meaning by changing the existing style of the performance through experimentation with the script. Students will develop a process log that evidences their understanding of their chosen practitioner and explains how the rehearsal process led to their creation. Secondly, students will be given a stimulus and be asked to generate two performances in response to this in different performance styles. Additionally, students will explore three set texts as an actor, director and designer. Students must know how they would perform in each text, how they would design each scene and lastly how they would direct others performing the piece. Students are assessed throughout the year, using peer and self-assessment and a success criterion that is shared with the students in each lesson, based on taught content. Students take part in critique sessions that enables them to take advice from others to refine practice. Teachers will follow their long-term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

<https://www.edugas.co.uk/media/0u4bec1m/edugas-a-level-drama-spec-from-2016-e-24-08-2021.pdf>

Impact

Students will leave Drama with developed confidence, the ability to collaborate with their peers and an understanding of how theatre: history, society and culture are intrinsically linked. Throughout their studies of Drama our students will demonstrate good progress from their starting points and become well rounded individuals. This will be evidenced in students' performances, evaluation of drama and written reflection. Furthermore, drama is a key tool in which students gain an understanding of themselves and others. Students can gain confidence in themselves as decision makers and problem-solvers, can learn to function collaboratively and explore, within a supportive framework, not only a range of human feelings, but also a whole spectrum of social situations and moral dilemmas.

Through monitoring teacher's long-term sequencing/planning and students' work, it will be clear that students' knowledge, understanding of Drama and their cultural capital have been considerably enhanced.

Alongside their curriculum studies, students are provided with a range of enrichment opportunities designed to broaden their understanding of theatre and performance. These include theatre visits, workshops with visiting theatre companies and participation in school productions. In previous years, students have engaged with the National Theatre Schools Project, gaining valuable insight into professional theatre-making processes. Looking ahead, the department intends to develop an Edinburgh Fringe Project, offering students further opportunities to create, perform and experience theatre within a wider artistic context.

This table outlines the key topic areas covered in **Drama** across KS3-5. They are divided into **creating, performing, and responding skills**.

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Curriculum map - subject: Drama

AGE-STAGE	TOPICS (Split up into half terms for KS3 and split into terms for KS4/5)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introduction to Dramatic Techniques Students are introduced to the fundamental skills and conventions of drama, developing confidence in performance through the practical application of key theatrical techniques.	Pantomime Students explore the traditions and conventions of pantomime, creating and performing original work that demonstrates characterisation, audience engagement and comic storytelling.	Introduction to Genre Students investigate a range of dramatic genres, examining their distinctive features and applying these conventions in performance.	Lord of the Flies Using Stanislavski's techniques, students explore themes of morality, power and human nature through practical engagement with this classic text.	Physical Theatre Students develop an understanding of physical theatre, using movement, gesture and ensemble work to communicate meaning and tell stories beyond dialogue.	Devising Students learn the creative process of devising original theatre, collaborating to generate, develop and refine performance material from a range of stimuli.
Year 8	Acting for Screen Students explore the techniques required for screen acting, developing skills in naturalistic performance and	Horror Students examine how tension, suspense and atmosphere are created in performance, using dramatic techniques	Melodrama Students explore the conventions of melodrama, developing their understanding of exaggerated characterisation,	Characterisation Students refine their ability to create believable and engaging characters through the exploration of voice, movement,	The Curious Incident of the Dog in the Night-Time Students investigate the innovative staging and themes of this	Macbeth Students explore Shakespeare's tragedy through performance, developing their understanding of character, themes and

	understanding the differences between stage and screen.	to devise and perform within the horror genre.	physicality and dramatic storytelling through the creation and performance of original scenes.	motivation and relationships.	contemporary play, using physical theatre to explore character, perspective and theatrical storytelling.	language in preparation for GCSE English studies.
GCSE Y9	Introduction to Drama GCSE	Component 1: Devising Theatre (Mock)	Component 1: Devising Theatre (Mock) Component 2. Performing from A Text (Mock)		Component 2. Performing from A Text (Mock)	Component 3: Interpreting Theatre (Mock)
GCSE Yr10		Component 1: Devising Theatre (Creating)		Component 1: Devising Theatre (Realising) Component 3: Interpreting Theatre – An Inspector Calls		Component 1: Devising Theatre (Portfolio and Evaluation) Component 3: Interpreting Theatre – The Play That Goes Wrong
GCSE Y11	Component 2: Performing from A Text		Component 2: Performing from A Text Component 3: Interpreting Theatre		Component 3: Interpreting Theatre	
	Component 3: Interpreting Theatre					
A-level Y12	Component 1: Theatre Workshop – Researching and Exploring Component 3: Text in Performance		Component 1: Theatre Workshop - Creating Component 3: Text in Performance	Component 1: Theatre Workshop – Final Performance Component 3: Text in Performance	Component 1: Theatre Workshop – The Creative Log Component 3: Text in Performance	Component 1: Theatre Workshop – The Creative Log Component 3: Text in Performance
A-level Y13	Component 2: Text in Action - Researching Component 3: Text in Performance		Component 2: Text in Action - Creating Component 3: Text in Performance	Component 2: Text in Action – Performance and Process Log Component 3: Text in Performance	Component 3: Text in Performance	

SEND PROVISION

How do we support SEND students in Drama?

Modelling – I do, We do, You do: Students will be shown the activity visually by the teacher, by pupil demonstration, by class demonstration, then they will attempt the task in teams or independently.

Scaffolding – Students will be provided with several steps to enable them to achieve the learning aims of the lesson. These steps will be explicitly explained and when possible modelled to the whole class.

Groupings – In drama students frequently work in groups. These groups are manipulated constantly to ensure everyone feels comfortable and able to make significant progress.

Adaptive teaching – Tasks in lessons can at times be overwhelming for students therefore we can always adapt an activity to ensure a pupil still meets the learning aim in a way that suits their style of learning, ensuring they still access the curriculum.

Literacy – Students will be provided with word banks, sentence stems, exemplar work, peer support, teacher support and visual prompts to support their writing.

Rationale for Sequencing

The Key Stage 3 Drama curriculum is structured to ensure a clear progression of knowledge, skills and understanding across Years 7 and 8, moving students from foundational performance skills towards more complex forms of theatrical interpretation and creation.

In Year 7, students begin with an Introduction to Dramatic Techniques, establishing core performance skills and building confidence. This foundation is then applied through the study of Pantomime and Introduction to Genre, allowing students to explore a range of theatrical conventions and audience expectations. As students become more secure in these skills, they engage with scripted work through Lord of the Flies, applying Stanislavski's techniques to develop character and explore themes. Physical Theatre broadens their performance toolkit by introducing non-verbal communication and ensemble work, before Devising brings together the skills acquired throughout the year, enabling students to collaboratively create and refine original performance material.

In Year 8, students build upon these foundations by exploring more specialised performance styles and developing greater depth in their acting skills. Acting for Screen introduces the demands of naturalistic performance and encourages students to adapt their work for different mediums. Genre study continues through Horror and Melodrama, allowing students to compare contrasting theatrical styles while refining their use of atmosphere, physicality and storytelling. Characterisation then develops students' ability to create nuanced and believable roles through voice, movement and motivation.

These skills are subsequently applied to the study of *The Curious Incident of the Dog in the Night-Time*, where students explore contemporary theatre practices, innovative staging and complex perspectives. The year culminates with *Macbeth*, providing opportunities to engage with challenging text, themes and language while supporting preparation for GCSE English and future Drama study.

This sequence ensures that students experience a broad range of theatrical forms while progressively developing their performance, devising, analytical and collaborative skills. Each unit builds upon prior learning, enabling students to deepen their understanding of drama as both a practical and academic discipline.

Equality and Diversity in the Curriculum

At our school, we believe that Drama plays a vital role in helping students understand, appreciate and celebrate the diversity of the world around them. Through the exploration of a wide range of texts, genres, practitioners and perspectives, students are encouraged to develop empathy, challenge stereotypes and engage critically with social, cultural and moral issues.

Across Key Stage 3, students explore themes of identity, power, morality and human behaviour through units such as *Lord of the Flies*, *Macbeth*, *The Curious Incident of the Dog in the Night-Time* and a variety of dramatic genres. These schemes encourage students to consider different perspectives and experiences while developing respect for the views and backgrounds of others. Through devising and collaborative performance work, students learn the importance of inclusion, teamwork and valuing diverse contributions.

At Key Stage 4, students are exposed to a broad range of contemporary and classic texts that reflect different voices, cultures and social experiences. Alongside the set text *An Inspector Calls*, students study extracts and performances from plays such as *Girls Like That*, *Blood Brothers*, *Of Mice and Men*, *Art* and *Attempts on Her Life*. These texts explore themes including gender, social class, inequality, friendship, disability, identity and societal expectations, providing opportunities for meaningful discussion and critical reflection.

In the Sixth Form, students engage with challenging and thought-provoking theatre that broadens their understanding of global and contemporary issues. Texts such as *The Arsonists*, *Company* and *The Book of Dust* encourage students to explore political, social and philosophical themes while considering how theatre can represent diverse experiences and challenge audiences' perceptions.

By studying a diverse range of theatrical styles, stories and viewpoints, students develop cultural awareness, emotional intelligence and a deeper understanding of the society in which they live. Equality, diversity and inclusion are embedded throughout the Drama curriculum, ensuring that all students feel represented, respected and empowered to contribute their own perspectives both in the classroom and beyond.