

KS3 & 4 Curriculum: Intent, Implementation & Impact

Curriculum Area	Intent	Implementation	Impact on attainment/progress
<p>KS3 Curriculum</p>	<p><i>The curriculum prepares for next stages and employment: Drama is an exciting, inspiring and practical subject. It promotes involvement in and enjoyment of drama, as performers and/or designers. It also provides opportunities to be involved in live theatre performances and to develop skills as informed and thoughtful audience members.</i></p> <p><i>The curriculum builds on prior learning from KS2:</i></p> <p><i>The subject is taught within both English and PE at primary level. Many schools use a whole school production to enable primary school students to explore theatrical skills and build it into the curriculum as an introduction to Drama as a discrete subject.</i></p> <p><i>The curriculum sequences knowledge and skills cumulatively:</i></p> <ul style="list-style-type: none"> ● <i>The main focus is based around the practical exploration of genre and practitioners through rehearsal/performance and evaluation.</i> ● <i>Year 7 explores Genre and Performance skills which are then further developed in Years 8 and 9.</i> 	<p><i>GCSE Eduqas Drama 9- 1</i></p> <p><i>Year 7 - 3 Key assessments throughout the year. Units covered :</i></p> <ul style="list-style-type: none"> ● <i>Introduction to Drama and Theatre</i> ● <i>Pantomime - Commedia links (but British tradition)</i> ● <i>Sci Fi - Links with Shelly, Verne and Wells</i> ● <i>Shakespeare – Elizabethan era and Mask work</i> <p><i>Year 8 - 3 Key assessments throughout the year. Units covered :</i></p> <ul style="list-style-type: none"> ● <i>The Big Issue (Skills based Drama techniques)</i> ● <i>Murder Mystery - Genre - Originally based on biblical stories</i> ● <i>Melodrama - 5th C Greece</i> ● <i>Commedia - 16th C Italy</i> <p><i>Year 9 - 3 Key assessments throughout the year. Units covered :</i></p> <ul style="list-style-type: none"> ● <i>Forum Theatre – Practitioner based - Boal</i> ● <i>Blood Brothers – Willie Russell - Early 80’s Liverpool - Text exploration</i> ● <i>Design Project - Technical skills - Lighting, Costume and Set Design</i> ● <i>Practitioner project - Brecht (German) , Berkoff (English), Stanislavski (Russian), Artaud (French)</i> 	<p><i>Students are introduced to the key concepts of rehearsal, performance and evaluation from the beginning of Year 7. The impact of this is that students are becoming fluent in the language of theatre ready for GCSEs.</i></p> <p><i>Varieties of genre are the key areas studied in relation to the GCSE curriculum.</i></p> <p><i>In Year 8 students explore the key skills based around the concept of Devising and Performance. This introduces students to the concepts in direct correlation with the GCSE syllabus.</i></p> <p><i>In Year 9 Genre, Practitioners and the</i></p>

	<ul style="list-style-type: none"> ● <i>Year 8 has a more skills-based approach but skill based within the concept of a specific genre.</i> ● <i>Year 9 is structured around Set Text and the introduction of Design skills in line with preparation for the KS4 curriculum.</i> <p><i>Differentiation, particularly for SEND, helps access to the same curriculum:</i></p> <p><i>The curriculum is differentiated primarily through a variety of practical activities and structured groupings. The evaluative aspect of the subject has structured and differentiated questioning with written tasks where appropriate.</i></p> <p><i>The curriculum is appropriately and continuously challenging:</i></p> <p><i>As a key focus for challenging students directing plays a large role in further expanding practical and rehearsing skills. This is a continuous form of differentiation across the year groups. The most able students are expected to be involved in extra-curricular activities, organised by the school, both within the school day and off site activities after school.</i></p>	<p><i>The curriculum is differentiated through practical activities students rehearse, perform and evaluate in each lesson relevant to structured groupings according to need and ability.</i></p> <p><i>The evaluative aspect of the subject has structured and differentiated questioning with written tasks where appropriate.</i></p> <p><i>Students complete a differentiated assessment sheet at the end of each scheme of learning and this is evaluated through both peer and teacher assessment. The assessment sheets are now a direct correlation to the MAT scaffold tower structure set up by NH.</i></p> <p><i>As a key focus for challenging students directing plays a large role in further expanding practical and rehearsing skills. This is a continuous form of differentiation across the year groups. The most able students are expected to be involved in extra-curricular activities, organised by the school, both within the school day and off site activities after school.</i></p>	<p><i>concept of Page to Stage textual exploration are imbedded in the schemes relative to the GCSE criteria set by the exam board.</i></p> <p><i>When students pick GCSE they are, in theory, able to explore the content of the curriculum because of the prior knowledge such as vocabulary in evaluations, devising skills and set text analysis through the role of the performer, director or designer.</i></p> <p><i>Year 7:</i> <i>71.2% of students are making expected progress, with 17.8% making above progress. 75% of Pupil Premium students are making expected progress, with 14.3% making above progress.</i></p>
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			<p>33.3% making above progress.</p> <p>75% of SEN students are making expected progress, with 25% making above progress.</p>
<p>KS4 Curriculum</p>	<p><i>The curriculum prepares for next stages and employment: It provides a suitable foundation for the study of drama at either AS, A level and Btec. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</i></p> <p><i>The curriculum builds on prior learning from KS3: It builds on subject content which is typically taught at key stage 3. Students have more lessons during the week and the introduction of stimulus Devising, Set Text Genre and Practitioners are at Ks3 are a starting point for the main areas of the curriculum at Ks4.</i></p> <p><i>The curriculum sequences knowledge and skills cumulatively to enable students to</i></p>	<p><i>An overview of the course is presented to students in Year 9 Options Evening and the students choose their option courses to be studied in Year 10.</i></p> <p><i>The curriculum spans both Year 10 and 11 with the key focus on written coursework at the end of Year 10 and external exams taking place in Year 11,</i></p> <p><i>Across the three components learners will study:</i></p> <ul style="list-style-type: none"> • <i>one complete performance text</i> • <i>two extracts from a second contrasting performance text placed within the context of the whole text</i> • <i>either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.</i> 	<p><i>Results</i></p> <p><i>46.2% of students achieving grade 9-4. Compared with 25% last year</i></p> <p><i>23.1% of students achieving grade 9-5.</i></p> <p><i>Pupil voice</i> <i>TBC</i></p> <p><i>Evidence of book looks, learning walks, moderation</i> <i>Book looks good and implementing assessment sheets in line with Assessment towers used MAT wide.</i></p>

	<ul style="list-style-type: none"> • <i>apply knowledge and understanding when making, performing and responding to drama</i> • <i>explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created</i> • <i>develop a range of theatrical skills and apply them to create performances</i> • <i>work collaboratively to generate, develop and communicate ideas</i> • <i>develop as creative, effective, independent and reflective learners able to make informed choices in process and performance</i> • <i>contribute as an individual to a theatrical performance</i> • <i>reflect on and evaluate their own work and that of others</i> • <i>develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</i> 	<p>Component 1 - Devising Theatre</p> <p><i>Non-exam assessment: internally assessed, externally moderated</i></p> <p><i>40% of qualification</i></p> <p><i>60 marks</i></p> <p><i>Learners are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.</i></p> <p><i>Learners choose to be assessed on either acting or design. Learners choosing design must work with a group of actors. It is not necessary for all acting groups to work with designers. Learners choosing design must pick one option from the list below:</i></p> <ul style="list-style-type: none"> • <i>lighting design</i> • <i>sound design</i> • <i>set design (including props)</i> • <i>costume design (including hair and make-up).</i> <p><i>Learners must produce a portfolio of supporting evidence which demonstrates the research, creation and development of ideas. This is a working record and therefore should be compiled during the process and edited to ensure an appropriate focus. For each stage,</i></p>	<p><i>Learning walks feedback is good and MER feedback is good with clear focus for progression of the subject.</i></p> <p><i>Evidence of wider cultural and intellectual enrichment</i></p> <p><i>Millfield Christmas Collaboration</i></p> <p><i>Performance Arts evenings</i></p> <p><i>Leading Drama Club</i></p> <p><i>Theatre Trips and School Production (TBC)</i></p>
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	<p><i>Differentiation, particularly for SEND, helps access to the same curriculum:</i></p> <p><i>The curriculum is differentiated primarily through a variety of practical activities and structured groupings. It is also structured to suit the needs of all students through choices of Set Texts, groupings for Performance and differentiated booklets and worksheets relative to the three main areas of written work at GCSE.</i></p> <p><i>The evaluative aspect of the subject has structured and differentiated questioning with written tasks structured in line with the exam board requirements.</i></p> <p><i>The curriculum is appropriately and continuously challenging:</i></p> <p><i>As a key focus for challenging students directing plays a large role in further expanding practical and rehearsing skills. This is a continuous form of differentiation across the year groups. The most able students are expected to be involved in extra-curricular activities, organised by the school, both within the school day and off site activities after school.</i></p>	<p><i>candidates must provide illustrative material (as listed below) and a commentary, which may include annotations on the illustrative material. The commentary for each stage should be approximately 250 words and total 750 to 900 words for the complete portfolio.</i></p> <p><i>Learners evaluate the final performance or design under supervised conditions. Learners will indicate their chosen stimulus and chosen practitioner or genre. There will be three main sections to the evaluation in which learners:</i></p> <ol style="list-style-type: none"> <i>1. analyse and evaluate either their interpretation of character/role or their realisation of design in the final performance.</i> <i>2. analyse and evaluate how either their own performance skills or their own design skills contributed to the effectiveness of the final performance</i> <i>3. analyse and evaluate their individual contribution to the final performance, including how effectively they fulfilled their initial aims and objectives (referring back to stimulus and practitioner/genre).</i> 	
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