



St Ives School - Drama Curriculum Statement

“All the world’s a stage”- William Shakespeare

Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

What is unique to the study of Drama?

Confidence, communication and courage. These are three attributes that are fundamental to Drama and fundamental to life. Students need to be able to express themselves in a safe and stimulating environment to enable them to approach situations in an array of different manners.

This will support them to develop critical thinking, taking risks and problem solving. In Drama, students have the opportunity to celebrate the richness of human expression and be more equipped to navigate the challenges they may face. In group activities, students are provided with the opportunity to develop communication skills, essential teamwork skills and leadership qualities. For some, the arts can be a source of solitude—a place where students can immerse themselves in a creative environment allowing the imagination to thrive.

Drama as a subject opens various doors of opportunity into future career paths for those students who are committed and energised to the subject. Local courses include acting, musical theatre, technical theatre and production arts. At higher education, students can study theatre at an advanced level, which include professional acting, classical acting, technical arts and many more.

Literacy in Drama is developed via the teaching and discussion of Tier 2 and 3 vocabularies in lessons. Students are encouraged to explore theatrical language when evaluating practical work and reviewing professional theatre in a wider context. Scripted texts are being used throughout the curriculum to provide students with historical, cultural and social knowledge as well as develop their literacy skills and recognise the cross-curricular links attributed to reading and interpreting text.

Curriculum Implementation

General principles

- Drama is sequenced based on the speaking and listening strand of the English National Curriculum.
- The theatre styles covered look at the historical, cultural and social aspects of drama, as well as background information and knowledge of the history of theatre, theatre practitioners and playwrights. This contextual knowledge is built into the practical lessons.
- Topics are assessed using low stakes end of topic assessments covering theatrical content as well as a summative assessment each term- a practical group performance and a written evaluation of themselves or others.

Student organisation

- Students across key stage three are split into one of six groups. Classes are grouped into creative subjects and mixed ability; are two GCSE option classes. All classes receive the same curriculum but teaching and learning activities will vary to suit each individual class with challenges added to lessons to stretch the students.

Accumulation of knowledge

- Drama is taught with the speaking and listening aspect of the English curriculum at the forefront. Every scheme of work allows the students to build on communication skills, oracy and the delivery of language. This enhances a deepening of understanding of knowledge and develops confidence.
- Each year covers a broad and varied drama curriculum covering style, scripted texts, devising and technical design theatre. Students also revisit and further develop topics previously.

- Within each year, topics are carefully sequenced to allow student to develop and build on key performance skills previously implemented. Topics are taught in order to develop knowledge in a certain aspect and challenge practical elements.

Time allocation

Each year group will have the following allocation for hours where that are taught the Drama Curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	75min	75min	75min	5 hrs	5hrs
Percentage of curriculum time	2.5%	2.5%	2.5%	10%	10%

Teaching and learning provision

- Lessons start with a question retrieval practice in the form, last lesson, last week, last month, last year - a spaced retrieval based activity.
- Checking for understanding points are used in lessons to review previously learned key skills that are relevant to the lesson taught. It highlights misconceptions and prevents barriers to learning throughout the lessons by reminding students of these skills.
- Modelling of worked examples is present in lessons using a format of 'stepping into live performances' where students model quality strategies and conventions to ensure students meet the high expectations we have of them with communicating their work
- Feedback is provided to students 'live' throughout the lessons to ensure students make enhanced practical decisions. Whole class feedback is provided regularly to students using peer assessment, verbal feedback and low stakes quizzing.
- Repeat concepts are being developed to link curriculum ideas together

Adapted provision

- Explicit instruction for SEND and LPA students focused on teacher demonstration followed by guided practice and independent practice.
- Cognitive strategies like memorisation techniques and metacognitive strategies to help students plan, monitor and evaluate their learning. Chunking the task at each stage will support students with SEND to make the information easier to process.

Enrichment provision

- Students participate in the key stage three drama club and whole school productions to further deepen their knowledge and practically develop their performance skills in a more professional setting with community links.
- Opportunities for students to rehearse and receive extra GCSE tuition and support with portfolios.
- Opportunities to explore theatre through immersive professional workshops, watch live theatre and take part in showcase of secondary work across the county.
- Opportunities for students to complete their Arts Award across a range of performing arts activities with community links.
- Opportunities for career links and question and answer sessions with professional actors and directors.

Curriculum impact

Formative assessment

- Formative assessment is more of a diagnostic tool with some elements of our formative and summative assessments based on knowledge retrieval to enhance knowledge retention.
- Formative assessment strategies include:
 - low stakes testing and quizzing
 - Practical performance assessments- group and individual
 - Entry and exit questions to re-call and summarise what pupils have learnt
 - Extended written evaluation of practical work
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

Progress

- The quality of teaching and learning is monitored through lesson visits by the faculty lead and by senior leaders.
- Visits are recorded using Sistra Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.

- Work scrutiny is also completed and recorded on Sisra Observe by the faculty lead and senior leaders. HOF work scrutiny has a strong focus on tier 2/3 vocabulary being used and student productivity.
- Assessments, both practical and written, are moderated and standardised by a drama teacher from another school

Summative Assessment

- Assessment during whole school assessment weeks are used to systematically check against set criteria in a given time frame (usually termly).
- Our summative structures are to evaluate student learning and academic achievement at the end of each term and/or unit. This is to give opportunities to aid retrieval of prior knowledge and for interleaving.
- Exam style questions are used to give students an opportunity to evaluate their own strengths and developments.
- During the autumn and summer term of Yr 10, GCSE past papers are used and students are given a 9 – 1 grade alongside their score/percentage using grade boundaries for that exam series.
- Practical mock performances are used to provide students with an experience to perform to an audience and provides a score using the grade boundaries so they can develop for final performance pieces.

Student Feedback

- Student voice is completed to monitor student's understanding and enjoyment of drama and theatre. Results from this are used to inform future planning and curriculum overviews.
- Students have the opportunity to communicate with teaching staff via google classroom or verbally.