

Drama DEPARTMENT

DEPARTMENT VISION:

Nurturing our young people's confidence is a seminal part of Pensby's caring ethos. We believe that the drama curriculum should constantly contribute to developing; diversity, confidence, creative risk taking and, most importantly, acceptance. The greatest skill and accomplishment that can be developed through drama is our students' loyal support of each other.

The ethos of Pensby's performing arts provision centres around inclusion for all students and ensuring every child has the ability to achieve their absolute potential. We are proud of the support we offer to all students irrespective of their prior attainment or ability.

The skills students gain through the studying drama are imperative to both their academic and holistic development. In 2013, the CBI conducted a study with work based training providers and concluded that 63% of British 16-19 year olds had achieved the relevant qualifications to fulfil their job requirements but did not possess the necessary skills. Drama regularly teaches and refines these skills, namely: problem-solving, team work, analysis,

AIMS:

- ♦ To foster a love of theatre, live performance and provide students with these formative, cultural experiences.
- ♦ To develop students' acceptance, resilience and tolerance of trying new ideas and techniques. To therefore develop a supportive and loyal culture for learning.
- ♦ To provide access to range of literary texts and movements.
- ♦ To encourage students to be independent thinkers; to promote questioning of given constructs.
- ♦ To teach students to express themselves succinctly, confidently and creatively.
- ♦ To inspire students to express themselves imaginatively, appropriately and effectively.
- ♦ To encourage students to become successful learners and responsible citizens.

KEY STAGE 3 CURRICULUM PLAN

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 3</u>	<u>Spring Term 4</u>	<u>Summer Term 5</u>	<u>Summer Term 6</u>
YEAR 7	Roald Dahl Pantomime			"Romeo & Juliet" by William Shakespeare	Greek Myth Performance	
YEAR 8	The Mystery of Flannan Isle	Commedia dell'Arte	TV Genre	Taking Action	"Our Day Out" by Willy Russell	
YEAR 9	Storytelling	"Metamorphosis" by Franz Kafka	"Teechers" by John Godber	"Macbeth" by William Shakespeare	Devised Theatre War	Live Theatre Review

KEY STAGE 4 CURRICULUM PLAN

We follow the AQA Drama (8261) specification at GCSE.

The GCSE award comprises of 3 components that all students must complete:





Component 1—Understanding Drama (Written exam—40%)

Component 2—Devising Drama (Coursework—40%)

Component 3— Texts in Practice (Acting Exam—20%)

MARKING AND FEEDBACK POLICY

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Component 1 Section B “Blood Brothers”	Component 1 Section B “Blood Brothers”	Component 2 “Devising Theatre”			Component 3 Texts in Practice
Year 11	Component 3 Texts in Practice	Component 1 Section C “Live Theatre Review”	Component 1 Revision		Component 1 Revision	

Marking, assessment and feedback activities:		
Symbol	What it means...	When
Sp.	Indicates a spelling mistake (only correct 5 spelling mistakes in one piece of work)	Extended pieces of writing
	Double ticked work indicates a strong and successful element of a pupil response. Label why it is successful.	Extended pieces of writing
//	Indicates a new paragraph suggestion.	Extended pieces of writing
? Ex.	Indicates that something needs expanding.	Extended pieces of writing
	Indicates something does not make sense or needs re-writing/poor expression. Pupils then have to work out and label what they must correct.	Extended pieces of writing
	SPaG error that needs to be identified and fixed by the pupil.	Extended pieces of writing
	Self / Peer assessment will be marked by the pupil	Extended pieces of writing
Each assessment will be marked by the teacher. Reflection work will be completed after each assessment in order for pupils to understand how to improve. Self and peer assessment are carried out throughout each scheme of learning.		
KS3 - Link to assessment plan and whole school data collection: Some assessments assess practical drama skills, some assess written skills such as; use of key terminology, analysis and evaluation. Results will be recorded on a central department tracker. 4 assessments across the year		KS4 - Link to assessment plan and whole school data collection: Assessments will be completed half termly unless the completion of NEA work requires a change to the focus. NEA work will be marked by the teacher and grades shared with students. Any student significantly below their target, or lacking in commitment to the assessments will be asked to repeat work.

OPPORTUNITIES AND VISITS

KS3

In Year 7, every student watches the annual pantomime at the Liverpool Everyman Theatre. In Year 8, every student visits the theatre to watch a seminal production. Our aim is to provide all pupils with the essential, cultural experience of visiting the theatre and embracing the joy and inspiration of live performance.

We have a dedicated Y7 and Y8 drama club, for playing drama games and being dramatic!

KS4

Students who opt to study GCSE drama visit the theatre each year of the GCSE course as preparation for answering section C of the written exam: Live Theatre Review.

Our extra-curricular programme seeks to inspire our students, nurture and encourage talent. Pensby has previously participated in the Shakespeare for Schools Festival which gives students the chance to perform on the professional stage of the Floral Pavilion Theatre. We perform a school production every other year; auditions are open to the whole school and every child who auditions receives a part; we are proud that approximately 60 students perform in the school production each year.