

Progression Map -Drama

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- *Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.*
- *Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.*
- *Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.*
- *Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.*
- *Be ambitious for all of our learners by carefully planning for excellent achievement.*
- *Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.*

Drama aims to develop individuality; to encourage students to think and express themselves with flair and confidence but to also develop their social, reflective and communication skills. A crucial aspect of the Drama curriculum is to foster transferable skills, students will engage in group work and devised projects that require effective communication, teamwork, and shared responsibility. The Drama curriculum intends to enhance pupils' critical thinking and analysis skills. Through the study of texts, performances, and theatrical techniques, pupils will learn to interpret and evaluate dramatic works, understanding the intentions of playwrights and directors. They will develop the ability to analyse performances, and critically reflect on their own and others' work as well as gain a practical understanding of how to engage an audience. Students are given opportunities through practical role-play to appreciate situations from more than one perspective. Through the study and practice of drama, pupils will engage with diverse cultural and historical contexts, providing cultural capital.

Although Drama is not part of the National Curriculum in its own right, it is embedded within the Spoken Language section of English: "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."

Responsibility: Responsibility develops as students practice, prepare, and contribute to group performances, understanding their role in collective success. Students will be responsible for ensuring they self-regulate during each non-teacher led activity.

Respect: Students will be sympathetic and show generosity towards other learners within their groups. They will also demonstrate compassion when watching their peers perform respectfully and offer constructive feedback in a respectful way.

Resilience: Students are taught self-discipline while learning this highly practical subject. They will be encouraged to keep going if they find a task difficult and to not give in. This will be evident in the rehearsal stages and students will be encouraged to use problem solving skills to find solutions. Additionally, resilience will be developed over time by overcoming performance anxiety and persevering through mistakes.

KS3-KS		By the end of Year 7	By the end of Year 8	By the end of Year 9	By the end of Year 10	By the end of Year 11
Knowledge and Skills	Term 1	<u>Introduction to acting skills.</u> Students will discover the key skills required to create drama. They will learn how to work in a team and why it is important to build their courage and confidence. Students will explore how to use tableau and montage to tell a story, as well as mime to create their own characters. Throughout this topic they will learn the importance of facial expression and body language to communicate their intentions. The lessons are practical, and students will get lots of opportunity to use your imagination.	Students do not study drama in term 1 of year 8 as they experience drama on a rotation.	<u>Stimulus</u> Students will create work from a variety of given stimulus such as props, pictures, and text. They will use these as starting points to devise their own work in small groups developing their creativity. This unit connects both devised and scripted work.	<u>Acting skills.</u> Students will begin to develop their acting skills and techniques in preparation for component 2. They will explore scripted and devised work as well as having the opportunities to create their own performances.	<u>Component 1</u> Exploring the Performing Arts Controlled assessment (30%) A: Investigate how professional performance or production work is created B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work. Learners will study a professional work. They will keep a portfolio of their written work and participate in practical activities in the style of the director. Students will explore the wider roles and responsibilities within the acting industry.
	Term 2	Students study drama on a rotation Unit 2 will be delivered over HT4 or 5 <u>Unit 2: Introduction to scripted work.</u> Students will now begin to explore scripted performance, exploring a variety of short plays. They will learn how to bring a script to life by finding clues about characterisation, theme, plot, and sub-text. In addition to this they will consider the language their character uses and what this can inform the audience about their personality and social class. They will then develop characterisation by combining and applying the	<u>Drama in the wider world</u> Students will learn the importance of drama and how to apply the skills learnt in y7 and y8 to real life context such as interviews. They will explore how and where drama is present in the wider world and develop their spoken language further with a focus on vocal skills. This topic will also develop students devising and role-playing skills further.	Students do not study drama in term 2 of year 9 as they experience drama on a rotation.	<u>Component 2</u> Developing the skills and techniques in Performing Arts Controlled assessment (30%) A: Use of rehearsal process B: Apply skills and techniques in rehearsal and performance C: Review own development and performance. Students will learn and rehearse a published play. They will reflect on their practical work setting targets for development along the way.	<u>Component 3</u> Responding to a Brief (External examination) (40%) Students will be set a theme for their external component by the exam board in January. They must complete the following tasks in response to this theme: 1. Ideas log 2. Activity log 3. Performance 4. Evaluation The performance must reflect the theme given. It must be between 7 and 15 minutes in length and is performed in groups of between 3 and 7 to an audience.

		skills taught in topic 1 to create their scripted performance.				Tasks 1, 2 and 4 are written tasks completed in exam conditions, each written exam will be 1 hour.
	Term 3	Students study drama on a rotation unit 2 will be delivered over HT4 or 5 <u>Unit 2: Introduction to scripted work.</u> Students will now begin to explore scripted performance, exploring a variety of short plays. They will learn how to bring a script to life by finding clues about characterisation, theme, plot, and sub-text. In addition to this they will consider the language their character uses and what this can inform the audience about their personality and social class. They will then develop characterisation by combining and applying the skills taught in topic 1 to create their scripted performance.	Students do not study drama in term 3 of year 8 as they experience drama on a rotation.	Students do not study drama in term 3 of year 9 as they experience drama on a rotation.	Students will learn about the roles and responsibilities required in the acting industry. They will also learn about the rehearsal and production process. This information will prepare students for the controlled assessment starting in September of year 11.	Students will complete their drama course by the end of the spring term, this will allow for students to use the lesson time for any revision of upcoming exams in different subjects.
Assessment		Students will be assessed on their ability to create, perform, and evaluate work. The levels students will be graded at are: • Bronze • Silver • Gold • Platinum Silver is age expected.	Students will be assessed on their ability to create, perform, and evaluate work. The levels students will be graded at are: • Bronze • Silver • Gold • Platinum Silver is age expected.	Students will be assessed on their ability to create, perform, and evaluate work. The levels students will be graded at are: • Bronze • Silver • Gold • Platinum Silver is age expected.	Controlled assessments are marked by the centre, the exam board will appoint an external moderator. The marking grid has bands 1–4. Year 10 results will be released in August using the following grading: level 1 Pass,	Controlled assessments are marked by the centre, the exam board will appoint an external moderator. At the end of the course all three components will be added together to give a final grade: level 1: Pass, Merit, distinction, level 2: Pass, Merit, distinction, or distinction*.

					Merit, distinction, level 2: Pass, Merit, distinction, distinction*.	C3 is externally marked by the exam board results for this are released on exams day in August.
Knowledge and Skills Revisited		Drama is not taught as a discreet subject at KS2 and KS1 therefore the key drama skills are delivered new in year 7.	Tableaux Mime Facial expression Body language Stereotype character Tone Volume Projection	Tableaux Mime Facial expression Body language Stereotype character Tone Volume Projection Scripted	Tableaux Mime Facial expression Body language Stereotype character Tone Volume Projection Scripted Stimulus	Physical drama skills Vocal skills Drama techniques Scripted work Devising Improvisation Stimulus Audience awareness Emotional memory Roles and responsibilities Production process Rehearsal process Analysis Evaluations