| **Drama** | |
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| The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of 'believe and achieve' and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of: dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and a number of performance opportunities the department has to offer. | |
| **Year 8 Implementation** | |
| **Big Picture** | **Term 1 and Term 2 (Pantomime)-**<br>This unit develops pupils' performance skills. Pupils will continue to explore each element of FUEL BAG, while also looking at how to apply emotion, exaggeration, and expression to them. Pupils will look at all of these key performance skills and apply them within a pantomime style of theatre. |
| | **Term 3 and Term 4 (Scripted Theatre)-**<br>This unit develops pupils' scripted drama skills. Pupils will be introduced to the play 'Blood Brothers' and use it to develop their understanding of a script, as well as learning more about different skills that can be applied to a script. |
| | **Term 5 and Term 6 (Devising from a Stimulus)-**<br>This unit continues to develop pupils' knowledge of devising. Pupils will be introduced to what a stimulus is and what the different types of stimuli are. They will also continue to explore the devising process looking in greater detail. |
| **Zoom in** | **Term 1 and Term 2 (Pantomime)-**<br>Pupils will explore a number of key performance skills and have the knowledge of what they are, the practical ability to perform them, and reflect on their performance. These skills are: FUEL BAG, Exaggeration, Expression, Emotion, Movement, Hot seating, Role on the wall Conscious alley |
| | **Term 3 and Term 4 (Scripted Theatre)-**<br>Pupils will explore a number of key skills and have the knowledge of what they are, the practical ability to perform them, and reflect on their performance. These skills are: tension, split stage, cross cutting, shoaling, chorus, character, set and plot, setting. |
| | **Term 5 and Term 6 (Devising from a Stimulus)-**<br>Pupils will explore a number of key devising skills and have the knowledge of what they are, the practical ability to use them to create a performance and reflect on the devising process. These skills are: explore, prepare, perform, stimulus, textual, visual, abstract, auditory. |
| **Pitch it up** | Teachers will have high expectations of pupils and will be pushing their practical skills to reach their full potential. All schemes of learning are designed to ensure pupils gain a practical knowledge of a range of key performance and devising skills and key terminology, also ensuring that they are able to apply these in different contexts. Pupils have the opportunity to take part in the School of Excellence programme, through which their skills will be developed even further. |

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| **Pre-requisite knowledge** | **Term 1 and Term 2 (Pantomime)-**<br>Pupils will have prior knowledge of the elements of FUEL BAG, which they will build on and develop further. Pupils will also have knowledge of some techniques including freeze frames and the devising process. Although not assessed in these areas, they will help pupils' overall performance skills within this scheme of work. |
| | **Term 3 and Term 4 (Scripted Theatre)-**<br>Pupils have been introduced to a script and the key features of a script in year 7, as well as what a stage direction is. Pupils also have an understanding of how to perform a character through FUEL BAG and the three E words and will need to apply these concepts in their performances. |
| | **Term 5 and Term 6 (Devising from a Stimulus)-**<br>Pupils will have explored devising in year 7, looking at what devising is and the devising process. This unit will continue to build on the skills from year 7, as well as continue the performance and technical skills they have explored in year 8. |
| **Wider framework next steps** | **Term 1 and Term 2 (Pantomime)-**<br>Pupils will develop this strand of skills in every unit of work as they are basic key skills within the subject area. When looking into a scripted unit in year 9, pupils will need to be able to apply these skills.. This also has a direct link with component 2 of BTEC Performing Arts, which focuses on the ability to create a character. |
| | **Term 3 and Term 4 (Scripted Theatre)-**<br>Pupils will develop this strand of skills in every unit of work as they are basic key skills within the subject area. When looking into types of theatre in year 9, they will develop understanding of plot and setting. Pupils' knowledge of musical theatre will support them in component 1 and 2 of BTEC Performing Arts. |
| | **Term 5 and Term 6 (Devising from a Stimulus)-**<br>Pupils will develop this strand of skills in every unit of work as they will need to devise and work with others to be successful. This will also support pupils when looking at film creation in year 9, as well as this unit links in with component 3 of BTEC Performing Arts, in which they will need to devise a performance based upon a brief. |
| **Curriculum hinterland** | Pupils will become a part of a rich history of performance culture dating back to Ancient Greek civilisations. They will learn to appreciate the history of communication through physical story telling. |
| **Authentic connections inc SMSC** | The Drama curriculum links significantly to the KS3 English National Curriculum, promoting pupils to develop skills in oracy and textual understanding, as well as performance. Through the exploration of a range of different contexts and cultures, pupils are encouraged to understand and appreciate the perspective of others. Through regular group work and collaboration, pupils will be encouraged to be respectful of other's ideas.<br>The drama curriculum can play a vital role in supporting social, emotional, and mental health (SEMH) by offering students a safe space to express feelings, explore different perspectives, and build empathy. Through role-play, storytelling, and collaborative work, drama helps students process emotions, develop self-awareness, and strengthen communication skills. It boosts confidence and |

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| | resilience, giving young people tools to cope with challenges both inside and outside of school. Engaging in drama can reduce anxiety, promote a sense of belonging, and empower students to find their voice, making it a valuable contributor to overall well-being.<br>The drama curriculum lays a strong foundation for careers in the performing arts industry, preparing students for paths such as acting, directing, stage management, playwriting, and drama teaching. It also develops highly transferable skills like communication, creativity, teamwork, problem-solving, and confidence, which are invaluable in any profession. Whether students pursue work in media, law, education, public relations, or business, the skills honed through drama—such as presenting ideas clearly, thinking creatively under pressure, and collaborating effectively—equip them for success in a wide range of careers. |

**Resources**

- PowerPoints
- Pupil 360s
- Whiteboards and pens
- YouTube clips
- Chalk and paper
- Pupils laptops
- https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf
- Stimulus, initial response and ideas - Creating a portfolio or devising log - AQA - GCSE Drama Revision - AQA - BBC Bitesize
- Drama styles - Background - Higher English Revision - BBC Bitesize

**Assessments**

In key stage 3, pupils learn a broad spectrum of Performing Arts skills. The schemes of work delivered are aimed to progress pupils' knowledge and understanding, as well as building four key life skills: confidence, creativity, teamwork, and communication skills.

Pupils will be formatively assessed in all lesson against the lesson outcome grading criteria.

Pupils will have a formal summative assessment at the end of each unit, three times a year, in line with the school's data drops.

Pupils will be assessed against three key performance indicators (KPIs):

| KPI | In Lesson | End of unit assessment |
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| 8.1- Knowledge | - Rapid Recaps<br>-Discussion tasks<br>-Questioning | -Microsoft form |
| 8.2- Practical | -Practical task<br>-Peer assessment<br>-Teacher assessment | -Practical assessment |

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| 8.3- Reflection | - Reflection section<br>- AFL<br>-Questioning | -Microsoft form | |