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What is a Programme of Study?

- ★ A **Programme of Study (PoS)** is a concise summary of the curriculum for each subject. It offers an at-a-glance overview of the purpose, aims and content of what is taught. It is reviewed regularly by the Subject Leader.
- ★ The PoS demonstrates how the curriculum is **planned to ensure continuity and progression**.
- ★ The PoS shows how **each progressive year demonstrates a step up** in terms of the degree of age-related maturity and challenge.
- ★ It refers to individual **Schemes of Learning** that fit within the overall framework of the PoS.
- ★ It incorporates an **Assessment Map**: an overview of what is assessed and when.

What does the Programme of Study contain?

1. A **rationale** for the subject-see “**Purpose**” and “**Aims**” sections below
2. A concise **summary** of what is taught and assessed- see template; Geography exemplar; and <https://www.gov.uk/education/secondary-curriculum-key-stage-3-and-key-stage-4-gcse>
3. A brief list of **action points** for the year ahead, that will be replicated in the Departmental Improvement Plan.

Purpose (max 300 words or one side A4):

- What is special and unique about this subject as an academic discipline?

This is a largely practical subject which offers pupils the opportunity to learn outside of the ‘typical’ classroom environment. Drama allows pupils to explore a range of stimuli in exciting and innovative ways. The stimuli used not only develop the students within drama but also offer development and exploration of other key social and academic areas. They will learn of the history of theatre, different styles of drama, the wide-ranging methods of staging and performance, the effects of technical theatrical aspects and the experience of an audience. Alongside this, students will explore and discuss a range of challenging topics developing their understanding of the world around them.

- What are the characteristic features of teaching and learning in this subject?

Drama allows pupils to create in exciting and practical ways. Through game-play, improvising, devising and working with scripts, pupils will learn the intricacies of every stage of the creative process. Pupils are shown the need for commitment and hard work, as well as the ability to evaluate both their own work and that of others. Although fun and active, self-discipline, independent learning and responsibility (essential elements of the creative process) is also a key feature within the teaching and learning, giving students personal skills needed across the curriculum and beyond..

- How does it prepare students for the next stage in their studies and for life beyond school?

The programme of study is designed to introduce students gradually to the skills they will need within the exam criteria but allow those who show a particular interest to develop their skills to a high level, whilst challenging others who feel they are not 'keen' on drama to see the varied ways skills in drama might be applied to all subjects and situations. It introduces students to all aspects of the theatrical process giving them a rich understanding of the subject. Outside of its specific curriculum, drama requires team building, empathy, problem solving and resilience. It enhances individual confidence and self worth, as well as giving students a rounded and diverse knowledge of the world around them. Skills such as independent study, teamwork and personal responsibility, vital in the creative process, are also essential skills across the board both in and out of school. Post school, through drama, we aim to foster a love of the arts and understand the importance for creativity and diversity within society.

Aims (max 400 words or one side A4):

What is the curriculum designed to build in terms of:

- Knowledge
We aim to furnish the students with key areas of specific theatrical knowledge such as technical language, key elements of theatre history, a knowledge of important practitioners who have shaped theatrical thinking as well as the different roles and responsibilities within modern professional theatre.
- Skills
Students will develop the key practical skills (use of voice, facial expression, body language etc) needed to create and deliver a role/s in performance. There is the opportunity for those that have an interest, to learn the skills necessary in all aspects of technical theatre such as lighting/sound/set/costume design and operation.
- Understanding
Students will learn to understand how the theatrical process works and how writers/directors/performers use language and theatrical technique to manipulate an audience and to deliver themes and narrative. They will gain an understanding of different styles and genres, as well as theatrical/rehearsal techniques, and how they are used to affect an audience.
- Spiritual, Moral, Social and Cultural aspects of education, including Faith (see [What are SMSC and Faith?](#) below)
Theatre by its nature is concerned with the very essence of the human condition. Throughout the curriculum students will engage with, discuss and explore a wide range of challenging social/cultural/moral/spiritual issues. We aim to create an environment where students feel safe to explore such material in a safe and open forum and express their opinions through performance.

What are SMSC and Faith?

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Ofsted definition of 'spiritual development'. Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. **Ofsted definition of 'moral development'.** Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. **Ofsted definition of 'social development'.** Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. **Ofsted definition of 'cultural development'.** Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Faith: As a Cathedral School that welcomes and celebrates diversity, whilst maintaining a distinctive christian ethos. Pupils are encouraged to :

- Explore and find value in faith and beliefs of others, leading to an appreciation and respect for others, and the ability to empathise with others.
- Develop the core values of Wisdom, Fellowship and Courtesy, and what these mean to them in their day to day lives.
- Explore and appreciate the value of the Christian faith, the tradition of the Cathedral and the heritage of the school.
- Explore what gives their own life meaning and what they think is important - for them, the community and our wider society.



KS3 Drama

Please note that as KS3 pupils have drama every other term. This means that over the course of the year they will study 3 or 4 short units of approximately 4/5 lessons per topic. These may not necessarily be taught in this order.

	TOPIC 1	TOPIC 2	TOPIC 3
Y R 7	Autobiography: telling my story	Mime & Mask - Online	If Online: practical drama from home (Scripted Extracts from a range of plays)
Y R 8	Noughts & Crosses: page to stage (LINK TO ENGLISH UNIT - NOVEL)	Melodrama & Online Pantomime	If Online: practical drama from home (Devising: The Kindertransport)

KS4 Drama

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
KS4 Y10	<p>Intro to course / development of key skills.</p> <p>C1, Sec A exam: theatrical terminology</p> <p>Mock C2: Devising & devising log - <i>response to a stimulus, introduction to devising skills and a range of dramatic techniques</i></p> <p>Final performance of mock Component 2 and final submission of mock devising log. In-school performance</p>	<p>C1, Sec C: Live Theatre - <i>response to a live performance of professional theatre seen seen</i></p> <p>C1, Sec B: Set text (start to study context for - <i>Blood Brothers</i>)</p>	<p>C1, Sec B: Set text (<i>Blood Brothers</i>)</p> <p>REVISION OF C1, Sec A B & C: on-going and in response to live performances seen.</p>	<p>C2: Devising & devising log Continuation of devising experiments - introduction to stimulus</p> <p>C2: Devising & devising log (<i>This is the final performance for the GCSE moderated pieces so sufficient time needs to be dedicated to it to ensure success</i>)</p> <p>Introduction to methods / styles of devising</p> <p>(EASTER HW: REVISION OF C1: SEC A, B, C FOR MOCK EXAMS)</p>	<p>MOCK EXAMS</p> <p>C2: Devising & devising log: development and rehearsal</p>	<p>C2: Devising & devising log: development and rehearsal</p> <p>Final (public) performance of piece of live theatre. Public performance and final submission of devising log.</p> <p>Devising Log to be marked over the summer</p>
KS4 Y11	<p>C2: Devising & devising log: development and rehearsal. Starting Devising Log.</p> <p>(usually this would be the time for a mock C3 extract)</p>	<p>C2: Devising & devising log: Final (public) performance of piece of live theatre. Public performance and final submission of devising log.</p> <p>REVISION OF C1, Sec A, B & C: in preparation for mock exams before Christmas</p> <p>MOCK EXAMS</p> <p>C3: Scripted work Allocation and study of play for external GCSE practical</p>	<p>C3: Scripted work Rehearsal and development</p> <p>Homework: REVISION OF C1, Sec A, B & C: in preparation for final assessment</p>	<p>C3: Scripted work Rehearsal and development</p> <p>Final performance (online?)</p> <p>Homework: REVISION OF C1, Sec A, B & C: in preparation for final assessment</p>	<p>REVISION OF C1, Sec A, B & C: in preparation for final assessment</p>	<p>REVISION OF C1, Sec A, B & C: in preparation for final assessment</p>

KS5 Drama & Theatre Studies

<p>KS5 Y12</p>	<p>TEACHER 1 (NB) C1 Exam: Section B Introduction/context of set text B (<i>Our Country's Good</i>)</p> <p>TEACHER 2 (KHR) C3: scripted work Development of group dynamic through exercises. Introduction to practitioners & scripted work. (practitioner: Stanislavski / Katie Mitchell)</p>	<p>TEACHER 1 (NB) C1 Section B: Continuation of study of set text B (<i>Our Country's Good</i>) - Study and analysis of set text through practical exploration. C1 Section C: Response to Live Theatre</p> <p>TEACHER 2 (KHR) C3: scripted work Development of performance skills, preparation for performing extract 1. Reflective Report Draft 1 In-school performance (mock marked)</p>	<p>TEACHER 1 (NB) C2 Devising: theoretical study of practitioner - introduction and context (practitioner: Kneehigh)</p> <p>Introduction to working notebook (written assessed piece)</p> <p>TEACHER 2 (KHR) C1 Section B: Continuation of study of set text B (<i>Our Country's Good</i>) - increased focus on design elements. C1 Section C: Response to Live Theatre</p>	<p>TEACHER 1 (NB) C2 Devising: Workshops, development & rehearsal of devised practical. Drafting of working notebook</p> <p>If still online: exploration of stimulus and preparation of ideas ready for practical work in school ASAP.</p> <p>TEACHER 2 (KHR) C1 Section B: Continuation of study of set text B (<i>Our Country's Good</i>) - increased focus on design elements. C1 Section C: Response to Live Theatre <i>In preparation for Progress Exams</i></p>	<p>TEACHERS 1 and 2 (NB & KH) C2 Devising: performance / assessment of final devised piece.</p> <p>Performance of Component 2 - internally marked.</p> <p>Final submission of Working Notebook</p> <p>Either teacher C1 Exam: lessons with feedback from progress exams & marking re-sitting students</p>	<p>TEACHER 1 (NB) C1 Section A: Introduction to and practical exploration of set text A (<i>A Servant to Two Masters</i>)</p> <p>TEACHER 2 (KHR) C3: scripted work preparation for performing extract 2. (practitioner: Katie Mitchell) Allocation of roles - to be learnt over the summer.</p>
<p>KS5 Y13</p>	<p>SEPTEMBER 2020: TEACHERS 1 and 2 (NB & KHR)</p> <p>Development and rehearsal of devised practical. Drafting of working notebook</p> <p>HOMEWORK C1 Sec A, B & C: revision</p> <p>(this should be performance of Extract 2 in a 'normal' year)</p>	<p>TEACHER 1 (NB)& 2 (KHR) C2 Devising: performance / assessment of final devised piece.</p> <p>Public performance of Component 2 - internally marked. Final submission of Working Notebook</p> <p>HOMEWORK C1 Sec A, B & C: revision</p>	<p>TEACHERS 1 & 2 (NB) C3 scripted work - group pieces Study of practitioner for extract 3. (practitioner: Katie Mitchell) C3: Reflective Report</p> <p>HOMEWORK C1 Sec A, B & C: revision</p>	<p>TEACHERS 1 & 2 (NLB & KHR) C3: scripted work - final preparation for extract 3.</p> <p>Reflective Report - final drafts.</p> <p>Performance of Component 2 - online if necessary</p> <p>HOMEWORK C1 Sec A, B & C: revision</p>	<p>TEACHER 1 (NB) C1 Section A: Final revision and preparation C1 Section C: Final revision and preparation</p> <p>TEACHER 2 (KHR) C1 Section B: Final revision and preparation C1 Section C: Final revision and preparation</p>	<p>Assessment Points</p>

Action points for the year ahead: academic year 2020-21

Notes: Stick to a small number of concise, concrete action points. Action points for the year ahead should be listed in the in the Departmental Improvement Plan.

Action point 1: Adapt and refresh KS3 schemes of learning to reflect Drama GCSE and to accommodate Drama in Year 9

Action point 2: Review of KS3 progress folders: are they tracking progress over time and structuring lessons to improve behaviour and perception of the subject?

Action point 3: Refining the structure and delivery of KS4/5 after Covid-19 upheaval.

Action point 4: Staff CPD - find affordable / free courses for staff to attend to build subject knowledge and delivery of exam material so we can continue to refresh and refine our choices for the courses.

Action Point 5: Students must be taken to see more live theatre as a course requirement (this remains from last year and continues to be a difficulty in terms of organising and maintaining).

Action Point 6: Extra-curricular drama: sixth form play? KS3 Drama Club? Workshops?

Action Point 7: Improve own knowledge of teaching Drama tech.