

Drama Policy

Whitefriars School



Approved by: SLT
Effective from: September 2022
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Intent



Article 29: *Your right to become the best that you can be.*

The pupils will learn a variety of technical performance skills and improve confidence and collaborative working. They will learn about important historical moments in the development of theatre and how these have helped shape our modern culture, film and theatre.

The pupils will constantly create their own scenes and pieces in response to a given stimulus. They will use improvisation and drama techniques to perform these pieces of drama. Pupils will also develop skills for the recording of their ideas for performance as well as underpinning skills such as analysis and evaluation.

Pupils will watch live theatre and develop their analysis and evaluation skills of how performers, directors and designers can communicate meaning to an audience.

The pupils will learn extracts from a text as part of their script work. They will also display understanding of character in text and apply theatrical skills to realise artistic intentions in live performance

Through various performances, the pupils will develop a deeper understanding of styles and genres, including Shakespeare and Brecht. They will develop performance skills such as voice: use of clarity, pace, inflection, pitch and projection and physicality: use of space, gesture, facial expression, stillness, and stance.

The curriculum will ensure that pupils develop their creativity and reflective thinking and think about a range of factors including social, cultural and emotional settings that develop maturity and awareness of others.

Implementation



Article 28: *Your right to learn and go to school.*

Skills and Content

The pupils learn a variety of drama skills. These develop through the whole school, from the beginning of the primary section to the end of the secondary section. The part of the skill taught in each year group and each stage is well-designed and based on the through-school approach. Secondary section teaching is fully integrated with and builds upon the development of skills in the primary section.

The school follows the create, perform and evaluate model.

The pupils start by learning the basic drama skills that they will need to create and present a short performance. Once they have secured these skills they then learn how to perform in a variety of styles. They then use these skills to create characters and performances of greater depth that require a deep understanding of the world around them.

The structure of this curriculum has been designed to allow the pupils to develop their sense of self before moving on to a more complex understanding of people of a different race, gender and culture.

Our curriculum fully embraces and meets all the requirements of the National Curriculum and the Statutory framework for the early years foundation stage, and enhances this according to the needs of our pupils.

Timetable

In the primary section the pupils develop their Drama skills through many subjects, most notably English.

In Key Stage 3 pupils have bespoke drama lessons. Pupils have one timetabled lesson per week in Years 7, 8 and 9.

Pupils have the option of studying Drama at GCSE level in Years 10 and 11. These pupils have three lessons per week.

Primary section

In EYFS and KS1 pupils use role play to act out certain scenarios and develop their evaluation skills to recognise themes and understand characters.

In KS2 pupils will continue to develop their ability to cooperate and communicate with others whilst exploring how alternate courses of action can have an impact on a story. In Years 5 - 6 pupils perform a production watched by the whole school that links to a specific theme.

Secondary section

Pupils learn various drama techniques to create an independent scene and they choose the appropriate techniques to create outcomes within a particular style or genre. They present short performances for an audience using physical theatre. They analyse and evaluate drama pieces by analysing the performance skills used. They learn to act as a mature audience and react appropriately to performance.

GCSE

The curriculum has been designed so that teaching at GCSE builds on the skills taught in the earlier stages so that pupils are fully prepared for the higher level of study. This will include an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

Extra-curricular

Pupils take part in various annual productions and performances. These include the annual EYFS/KS1 production, Year 6 production, secondary section production and Winter Extravaganza. Classes also prepare perform pieces in weekly Values Assemblies. Year 6 perform pieces in the annual Remembrance Assembly. Primary section pupils work with Transport for London to produce drama pieces about road safety.

There is a weekly Drama Club where secondary section pupils plan out mini-performances and refine the skills that we focus on in lessons. This is open to all pupils and enhances the curriculum. This club is also used for rehearsals for the Winter Extravaganza and end of year production.

Pupils are regularly provided with opportunities to visit the theatre to watch live performance. This includes a primary section visit to the Pantomime. Theatre groups regularly visit the school. This deepens the curriculum and inspires pupils further for their own outcomes. Year 8 pupils also visit and tour the Globe theatre.

Implementation - Skills

	Create	Perform	Respond	Co-operate
Year 1	Create a simple play scenario in role. Use costume, puppets, and props for character building.	Perform in a whole class or small group drama when led by a teacher.	Demonstrate a basic understanding of characters and universal themes within stories.	Take turns during drama games when guided by the teacher.
Year 2	Sustain a simple play scenario in role. Use costume, puppets, and props appropriately for creating a role.	Explore and perform roles appropriate to a given story scenario.	Reflect on the action as it progresses. Share insights gained while experiencing the drama.	Communicate and co-operate with others in helping to shape the drama.
Year 3	Use role play to sustain characters which are appropriate to the given scenario.	Present a story using different forms of drama techniques modelled by a teacher. For example, freeze frames and role play.	Use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action.	Communicate and co-operate with others in helping to shape the drama when in and out of role
Year 4	Use role play to create and develop a character that adds to a given scenario.	Present their own stories using more than one form of drama – puppets, using a narrator, etc.	Draw conclusions about life and people based on a piece of drama.	Explain how others can help shape a piece of drama by sharing ideas and then choosing the most appropriate idea. For example, by deciding which idea creates the most tension in the scene or which idea is the funniest.
Year 5	Respond to a brief that has been decided on by either the teacher, the group or himself/herself.	Perform drama that demonstrates a good understanding of the stimulus.	Reflect on a particular dramatic action and create alternative outcomes based on life patterns and issues being examined.	Explain the role of a supportive audience.
Year 6	Accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself. Stay in role throughout.	Perform from a script while being able to adapt to different genres.	Reflect on a particular dramatic action and create alternative outcomes based on life patterns and issues being examined and justify their reasoning.	Act as a supportive member of group, contributing and collaborating by taking turns.
Year 7	Use basic drama techniques modelled by the teacher to create a scene independently. For example, role play and hot seating.	Present a short and clear performance for an audience using different drama techniques. For example, thought tracking and narration. Control voice (i.e. pitch volume). Show basic emotion using body language and facial expressions.	Analyse and evaluate a performance they have seen.	Be a supportive and respectful audience. Take it in turns to lead a group.
Year 8	Use a variety of drama techniques to create a scene and be able to make suggestions that improve the drama. For example, cross cutting and marking the moment.	Present a short and clear performance for an audience using different drama techniques, scripts and genres. For example, Shakespeare and melodrama. Perform different characters using voice and movement. Ensure they can always be seen and heard during a performance.	Analyse and evaluate their own performance and those of others by using the appropriate language and key words.	Encourage others to perform with positive comments and work well with pupils with different current abilities
Year 9	Choose appropriate drama techniques to create a specific style or genre.	Present a short and clear performance for an audience using physical theatre, Epic theatre, and naturalistic theatre.	Analyse and evaluate a piece of drama and discuss the way ideas are presented and what performance skills were used.	Act as a mature audience and react appropriately.
Year 10	Respond to a stimulus and choose an appropriate theatre style to create, develop and refine work.	Perform a variety of characters demonstrating a consistent and clear ability to combine vocal and physical skills. Perform an engaging character throughout that shows a range of emotions such as anger, joy, fear, and embarrassment.	Analyse and evaluate a performance using research and the correct terminology.	Work collaboratively with performer and design candidates.
Year 11	Create, develop and refine ideas to communicate meaning. Create a drama that considers an appropriate use of style, genre, form and language.	Perform a variety of characters demonstrating a consistent and clear ability to combine vocal and physical skills. Perform an engaging character throughout that shows a complex range of emotions such as shame, remorse, nostalgia and compassion.	Analyse and evaluate a performance using reasoned arguments and appropriate drama terminology.	Demonstrate secure engagement with the process of collaboration. Work with effectively with a range of pupils.

Implementation – Content



Article 13: *Your right to have information.*

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Key skills of stagecraft	Improvisation skills and techniques	Ancient Greek Theatre	Physical characterisation	Commedia dell'arte	Script Work
Year 8	History of theatre	Shakespearean Theatre	Victorian Melodrama	Theatre of realism	TIE and Protest Theatre	Roles and responsibilities
Year 9	Naturalism	Epic Theatre	Scripted Piece	Scripted Piece	Devising	Devising
Year 10	Skills Workshop	Theatre makers in practice	Theatre makers in practice	Performance from text	Devising	Devising
Year 11	Performance from text			Theatre makers in practice		

Implementation – GCSE Drama (Edexcel)

Component title	Content Overview
<p>Devising</p> <p>40%</p> <p>Non examined unit</p>	<p>You will create and develop a devised piece from a stimulus, which will be provided by the teacher. There will be several workshops based on devising techniques and theatre practitioners that will assist in the creation of your devised piece, as well as the formation of your portfolio.</p> <p>You will perform this devised piece and then analyse and evaluate this performance.</p> <p>You will produce a portfolio, which can be written, a video, or a mixture of the two. This will cover the creating and developing process. Performances and portfolios are internally assessed and externally moderated.</p>
<p>Performance from a text</p> <p>20%</p> <p>Non examined unit</p>	<p>You will perform two extracts from a performance text. Our set text is Blood Brothers by Willy Russell. This will be externally assessed by a visiting examiner. These extracts can either be:</p> <ul style="list-style-type: none"> • Two consecutive key scenes from the same text. • Two separate key scenes from the same text. <p>The minimum requirement for each key extract is as follows:</p> <ul style="list-style-type: none"> • For a monologue- 2 minutes per extract. • For a duologue- 3 minutes per extract. <p>The maximum requirement for each key extract is as follows:</p> <ul style="list-style-type: none"> • For a monologue- 3 minutes per extract. • For a duologue- 5 minutes per extract. <p>Classes may choose to work in groups for this component. Groups can be between 3 and 6 people.</p> <p>Groups of 3-4 can have a minimum of 10 minutes per extract and a maximum of 12 minutes.</p> <p>Groups of 5-6 can have a minimum of 13 minutes per extract and a maximum of 15 minutes.</p> <p>All pupils are assessed as individuals.</p>
<p>Theatre Makers in Practice</p> <p>40%</p> <p>1 hour 30 minutes written paper</p>	<p>You will complete short and extended questions based on an unseen extract from a performance text.</p> <p>The set text for this component is DNA by Dennis Kelly, which will be the focus of Sections A and B.</p> <p>You will answer two questions in Section C that will ask you to analyse and evaluate a live performance you have seen, which will be a visit to the theatre during the 2nd year of the GCSE course.</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Secondary section teachers complete class feedback logs in order to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps and guided group.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and class feedback logs all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

Year 10 and Year 11 pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the Drama department's judgement as to the grades pupils are most likely to achieve in the final GCSE.

GCSE pupils are required to complete two NEA assessments which will contribute to 60% of their GCSE grade.