

# Drama

## English and Drama Faculty

## Vision

Our curriculum aims to ignite, inspire, and challenge, providing the fuel for students to better understand themselves and the world around them.

## Context

Drama has been revived for Key Stage 3 and Key Stage 4 and is still being embedded in the curriculum. Not all our students have had a formal experience of Drama before starting at Grove School, and our curriculum has been shaped to provide a grounding in the experience of Drama across a range of contexts. Additionally, students are given the chance to perform through extra-curricular clubs and performances.

## **Disciplinary Knowledge**

**Drama is a skills-based subject focusing on embedding and enhancing performance skills. Students will be introduced to a wide range of styles and writers from around the world, through these they will practise and improve their performance skills as they become confident performers and team members.**

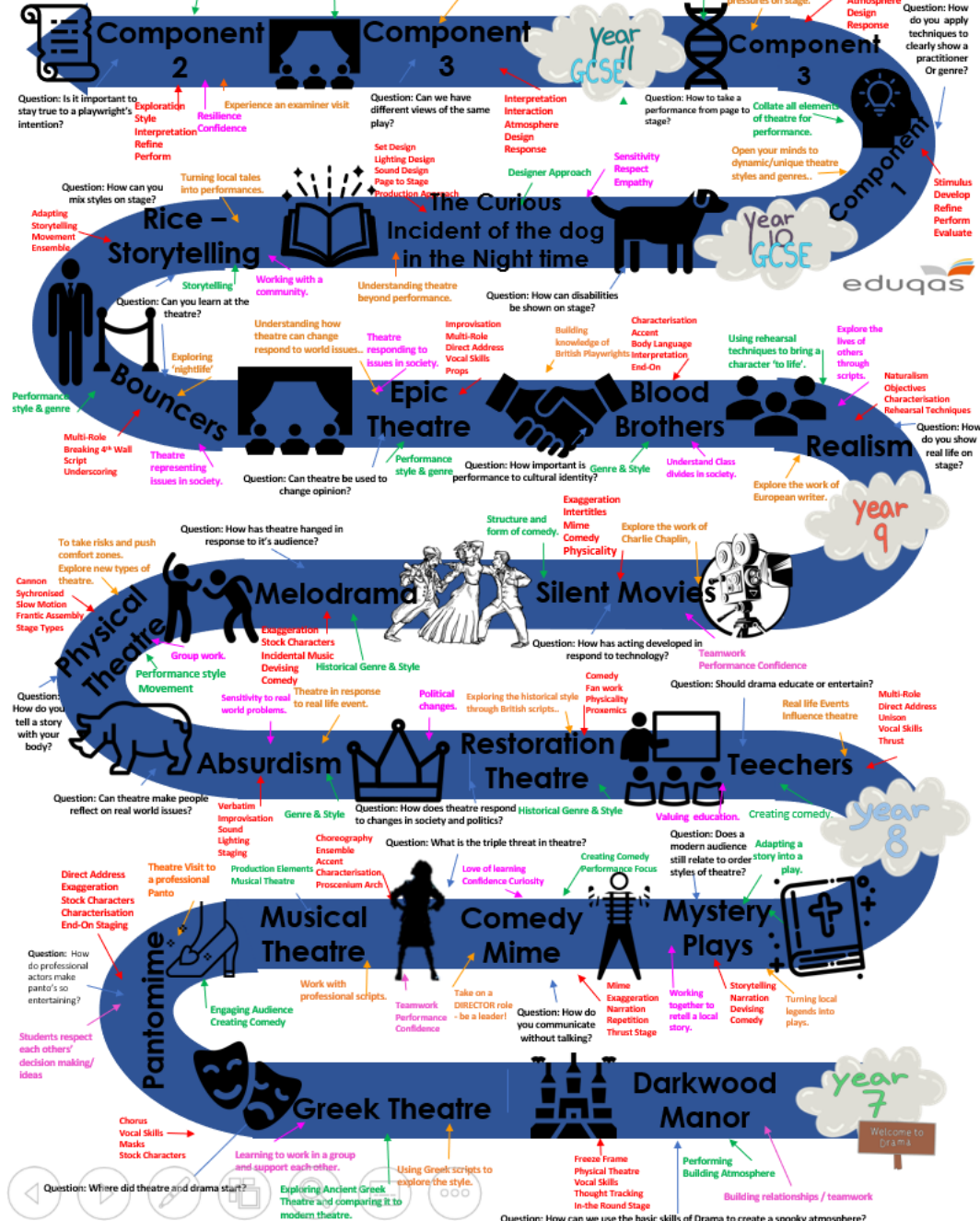
**In Key Stage 4, students will work on three components. Firstly, devising their own performance as a group and explaining their process through individual coursework. Then they will develop their skills in directing and performing a professional script, before completing a final exam where they will explain both how to take a play from the page to the stage and reviewing a live performance.**

## **Supra Curriculum**

**For each unit, students are provided with something to watch, read and do to further broaden their knowledge and understanding of the topics that we are exploring. Students will also be provided with activities to allow them to stretch, challenge and hone their performance and review skills, should they wish.**

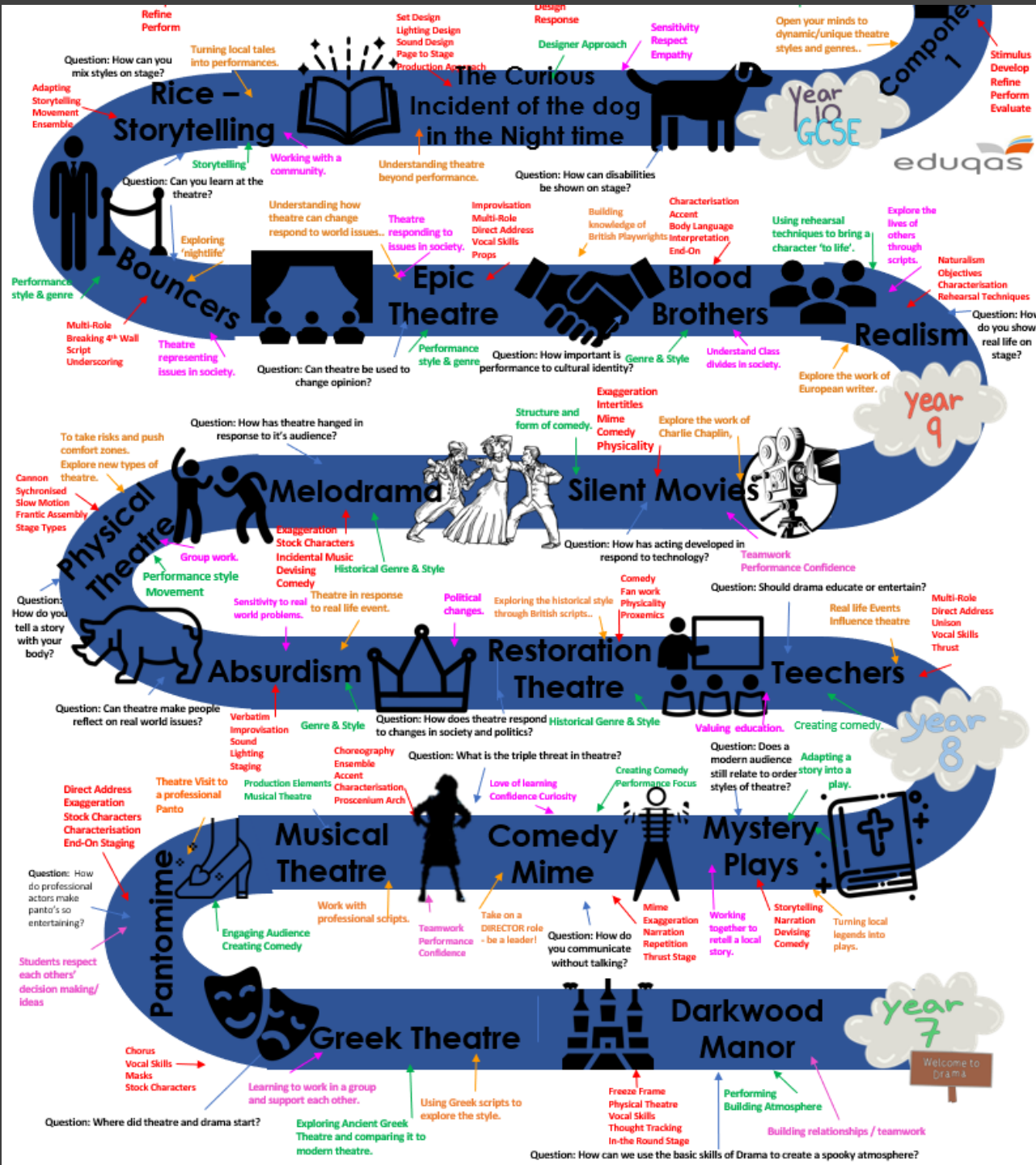
# Drama Learning Journey

- PSHE
- Cultural Capital
- Knowledge
- Subject Specific Skills
- Underlined = Deeper development of earlier skills / knowledge
- How to connect with a character & audience.



# Key Stage 3

# Drama



## Year 7

**Provide a narrative overview (the story) for your subject here.**

## Year 8

**Provide a narrative overview (the story) for your subject here.**



## Year 9

**Provide a narrative overview (the story) for your subject here.**

**The Big Picture—Intent:** Year 7 English is a challenging yet welcoming introduction to the study of secondary English. From The Loch Ness Monster to the Oliver Twist, students will engage and respond to a wide range of fiction and non-fiction texts, developing their reading and writing skills. Students are baseline tested and then follow schemes which develop reading and writing skills. The schemes bring in more non-fiction and real world English than KS2 but build on the creativity that is encouraged in Y5 and Y6. The schemes include texts similar to those studied later in school to build confidence and resilience. Topics have been selected to engage students whilst also stretching and challenging them. Some legacy GCSE texts have been included to increase challenge. Literacy is embedded throughout the schemes.

**Scheme of Learning Year Overview**

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
1. Monsters	Students will develop a variety of skills that will bridge the gap from KS2 to KS4. These skills include speech writing, letter writing (informal and formal), narrative writing, review writing, analysis of literary texts. These elements match the Assessment Objectives for AO1, 2, 3 for GCSE Literature and 5 and 6 for GCSE Language	Develop knowledge and understanding of myths and legends and developing arguments through the Monsters Learning Programme. This then feeds into developing their knowledge and understanding of war poems through analysis and understanding of context in the learning programme for War Poetry. Moving on to the learning programme for crime and thriller, students will develop their knowledge and understanding of story structure and genre conventions, finally feeding in to their final learning programme of Nasty Dickens where students will develop their knowledge and understanding of Victorian context and characterisation.	Students will build on and expand upon skills and knowledge gained in KS2 including myths and legends, story structures and creative writing, as well as analysis of literary texts	Students will develop their knowledge and understanding of key text features such as context for texts studied in year 9. They will also develop skills such as letter and narrative writing for KS4 English Language
2. War Poetry				
3. Crime / Thriller				
4. Nasty Dickens				

Implementation	Monsters	War Poetry	Crime & Thriller	Nasty Dickens	Summative Assessment
<p>There will be four LP units of approx. 10 weeks each. Each lesson will include at least one LORIC skill.</p> <p>Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure.</p> <p>Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework. Students' revision skills will be developed by in class and homework assessment preparation.</p> <p>WOW moments: learning about Yetis, Unicorns and the Loch Ness Monster, giving speeches to their peers about Jurassic park, enjoying spooky thriller texts, learning about gruesome Victorians, and exploring conflict through poetry.</p> <p>Literacy skills will be addressed through: dedicated literacy lessons, using literacy homework, key words, words of the week, spelling tests,, and reading for pleasure. Students are also given the opportunity to check their progress with literacy with dedicated literacy assessments in each Learning Programme</p>	<p>Each lesson within the learning programmes has a 'Bigger Picture' focus which supports students in exploring their thoughts, feelings, knowledge and understanding of the wider world. For example in 'Monsters' the consideration of stereotyping people and the impact this has; in War Poetry the significance of understanding bias and propaganda to better reflect on literary texts; in Crime and Thriller the consideration of whether criminals are always villains and finally in Nasty Dickens the exploration of the treatment of different areas of society such as lower classes, those with mental health issues and disabilities and whether treatments have changed for the better from the Victorian era to now.</p>				<p><b>Learning Programme 1—Monsters =</b> 2x Literacy, Speech and Letter</p> <p><b>Learning Programme 2—War Poetry =</b> 2 x Literacy, 2 x poetry analysis</p> <p><b>Learning Programme 3 - Crime / Thriller =</b> 2x Literacy, Narrative and a Review</p> <p><b>Learning Programme 4 - Nasty Dickens =</b> 2 x Literacy, Letter and Article</p>

**Impact:**

Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy.

Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition.

Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.

*What is my Learning Journey this year?*

**Bigger Picture Question:-**  
What is the point of the English Language? How does English Literature reflect our daily lives?  
Consider, for example, the next stages of your learning journey...

**What to expect...**

**Content** – A look into the poems of soldiers and those affected by war – past and present  
**Assessment** – Analysis, Review  
**Bigger Picture Question** – Is war poetry a true reflection of the experiences of war?

**What to expect**

**Content** – A jump back in time to discover the real-life context behind Dickens and his most 'Nasty' characters  
**Assessment** – Letter Article  
**Bigger Picture Question** – Were Dickens' characters a product of Victorian society? Do they reflect modern society too?



Example



What is your End-Point Assessment Skills level for each Learning Programme in your Learning Journey?

## Stage Two...

### Content –

- I will research to develop my own ideas and opinion
- I will explore the impact of a critical question
- I will develop a solution to key problems
- I will evaluate and synthesise information

### Areas of Exploration–

Sound of Thunder, Jurassic Park

### Assessment–

Speech - Presentation

## Mid-Point

### Assessment 2

## Literacy

### Assessment 3

## Stage Three...

### Content –

- I will sort, classify and summarise Information
- I will explore conventions of key texts
- I will analyse language choice and effect
- I will evaluate effective letter writing

### Areas of Exploration –

Yetis, Unicorns

### Assessment – Literacy - Letter

## Stage Four...

### Content –

- I will consolidate my learning
- I will recap on persuasive devices
- I will evaluate informal and formal letters

### Areas of Exploration –

Jaws, Beast of Bodmin  
Loch Ness Monster, Medusa, Minotaur,  
Jurassic Park, Sound of Thunder, Yetis,  
Unicorns

### Assessment – Letter

## End-Point

### Assessment 4

On to  
War Poetry

### Cultural Connections:

What is the role of monsters in culture? Why do we create them? Why are we interested? How do the old monsters link with today's monsters?

### Literacy Ladder

How will you step up your literacy in this LP?



### Perfect Punctuation

- Parenthesis
- Bracket
- Dash
- Ellipsis
- Hyphen
- Colon
- Semi-colon
- Bullet points
- Speech Marks
- Comma
- Apostrophe
- Exclamation Mark
- Question Mark
- Full Stop
- Capital Letter

- Step Three**
- Compound Sentence
  - Complex Sentence
  - Subordinate Clause

- Step Two**
- Conjunction
  - Tenses
  - Synonym
  - Antonym
  - Homophone

- Step One**
- Adjective
  - Adverb
  - Noun
  - Verb
  - Pronoun

Example

**Bigger Picture Question:-**  
What makes a monster – a monster?  
Who is a monster in our society?

Consider, in preparation for your next unit, WAR for example...

START

## Literacy

### Assessment 1

## Stage One...

### Content –

- I will read, understand and select information.
- I will analyse points of view
- I will analyse extracts
- I will evaluate key ideas

### Areas of Exploration –

Loch Ness Monster, Medusa, Minotaur  
Jurassic Park

### Assessment – Literacy – Speech,

## Home Learning

- Stage One**
- 1) Research – theories to support existence of Loch Ness Monster
  - 2) Comprehension – Medusa
  - 3) Prepare – Questions to ask 'the Minotaur'
  - 4) Plan – finish planning for Literacy Assessment

- Stage Two**
- 1) Research – the Butterfly Effect
  - 2) Comprehension – Sound of Thunder
  - 3) Prepare – Plans for your own Mythological Park
  - 4) Plan – finish planning for Mid-Point Assessment

- Stage Three**
- 1) Research – theories to support existence of Unicorns
  - 2) Research – theories to support existence of Yetis
  - 3) Prepare – Counter arguments for existence of Monsters
  - 4) Plan – finish planning for Literacy Assessment

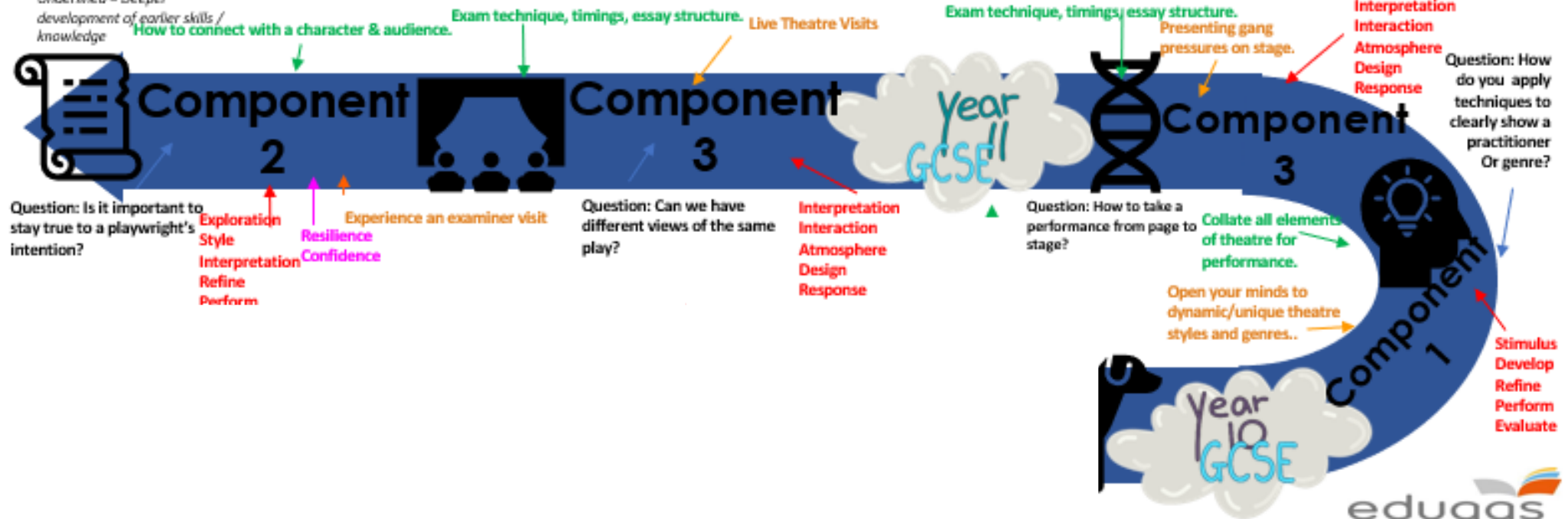
- Stage Four**
- 1) Prepare – Argument for or against sharks as monsters
  - 2) Prepare – persuasive argument for a British myth
  - 3) Revise – Using notes and Knowledge Organizer
  - 4) Plan – finish planning for End Point Assessment

# Key Stage 4

# Subject

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## **Year 10**

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## **Year 11**

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