



Millthorpe
School

**“We must all
do theatre to
find out who
we are and
to discover
who we could
become.”**

Augusto Boal

DRAMA

KS3 SUBJECTS ON A PAGE

The creative principles of *Creating, Performing and Responding* are the foundations of the Drama curriculum structure at Millthorpe.

Through exploring these, all students develop specific knowledge and understanding of Drama as an art form, whilst also developing interpersonal skills that are transferable across the curriculum and through all aspects of life.

CURRICULUM KNOWLEDGE

The curriculum in Drama allows students to:

- Work with others either in pairs, small groups or as a full class;
- Experiment with their vocal and physical skills to create meaning for an audience;
- Acquire increasingly challenging subject specific theoretical knowledge and vocabulary;
- Respond critically to their own, and others', performance work;
- Respond to a range of different theatrical styles and stimuli to aid devising and developing drama;

- Access a range of topics that develop their cultural capital and emotional and social intelligence;
- Access a range of texts from different time periods.

SUBJECT SPECIFIC SKILLS

In Drama at Millthorpe we focus on developing pupils across our 'Six Cs' (Communication, Concentration, Co-operation, Creativity, Commitment, Confidence).

IMPLEMENTATION

- The Drama Unit Overviews are written and regularly reviewed and updated by the Subject Leader.
- Lesson by lesson resources are written by the Subject Leader and shared on the department Google drive.
- Recall of knowledge is supported via the interleaving of topics through starter tasks and end of unit assessments.
- Students are assessed throughout the Key Stage on both their development of substantive and disciplinary knowledge and

DRAMA IMPLEMENTATION OF THE WIDER MILLTHORPE CURRICULUM:

RESPECTFUL	RESPONSIBLE	READY
<ul style="list-style-type: none"> ■ Working collaboratively with others. ■ Providing well planned peer assessment to support the learning of others. ■ Using rehearsal time effectively to create work without direct supervision. 	<ul style="list-style-type: none"> ■ Striving for 'Going for Gold' Learning conduct. ■ Aspiring to the 'gold/thinking harder challenges' in lessons. ■ Engaging positively with assessments to identify next steps. ■ Using R for reflection time for personal improvement. 	<ul style="list-style-type: none"> ■ Investigate a wide variety of different global cultures. ■ Experience a variety of extra-curricular enrichment opportunities. ■ Enjoy the annual Royal Shakespeare Company project at York Theatre Royal, school musical productions, the LAMDA offer and regular theatre visits. ■ Develop pupil confidence to perform enthusiastically.

practical skills through the completion of theory and performance Standardised Assessment Pieces at the end of each unit, enabling all students to achieve success in demonstrating both their developing subject knowledge and practical skills.

- Formal feedback is given at least once per term, at the end of each unit, identifies strengths and areas for development and includes a comment on progress after each K.A.P.

INTENDED IMPACT

- The KS3 curriculum meets the requirements of the National Curriculum.
- Formal assessments are completed as identified at Key Assessment Points and show progress.
- Student's 'R for reflection' responses demonstrate that all pupils use their assessments to advance their learning.
- Students learn how to create and perform effectively both as part of a group and individually.
- KS4 uptake of Drama increases.