

Assessment
Key stage 3:
Students are given verbal feedback every lesson, from teacher and peers. Students are assessed on their response to the thematic units of work and grasp of drama skill to communicate meaning.
Key Stage 4
<u>Devised Drama 40% of qualification</u> Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre. <u>Scripted Drama 20% of qualification</u> Learners study two extracts from the same performance text chosen by the centre. <u>Interpreting Theatre 40% of qualification</u> Section A: Set Text, is a series of questions on one set text DNA, Dennis Kelly. Section B: Live Theatre Review

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Drama	Autumn Term	Spring term	Summer term	Enrichment opportunities
Year 7	<u>Simon's Story</u> This work explores bullying and develops students awareness of organisations in our school and the wider community	<u>Urban Legends</u> This work explores the origin, function and meaning. What do the stories tell us about our society or ourselves?	<u>Wacky Soap By Mark Wheeler</u> This work approaches the difficult subject of substance abuse in an oblique way, thereby removing the controversy associated with it.	Performing Arts Club Tuesday Enrichment
Year 8	<u>Choices</u> Sometimes choice means we have 'no choice'. The work explores human conditions, experiences, poverty, friendship, and crime.	<u>Moral Dilemmas</u> This unit of work provides a context in which students can examine and clarify their own values towards a range of societal issues.	<u>Metamorphosis</u> This work explored the play Metamorphosis by Steven Berkoff. How a family adapt to the changes that take place in their family, this work prompts students to think about changes in their lives and community.	Follow the Twitter @DramaDeptP HS
Year 9	<u>Witches</u> This drama work covers a number of thematic areas – persecution, belief, superstition and guilt, blame and the creation of scapegoating. .In the context of the pendle witches, Macbeth, George Orwell 's 1 9 8 4, in the final phase of the work introduces the role the media has in influencing public opinion and apportioning blame.	<u>Leaving and arriving</u> This project explores issues connected with the migration and movement of people, focusing on the experiences of those who are compelled to move. Initially, the students are introduced to this within the framework of the Child Migration scheme. The students use testimony, images and fiction to create meaningful drama that attempts to explore the issues raised by this controversial scheme. The work then shifts to images of adult migration and the particular experience of the passengers of the SS EmpireWindrush.	<u>Red Shoes</u> This project builds on the prior learning from leaving and arriving, exploring the migration of 'red shoes' in a fictional context. This work explores racism and discrimination for students to make links in our society.	Performing Arts Club Thursday Enrichment
Year 10	Component 1 Devised Drama Mock Brecht	Component 3 Interpreting Theatre DNA by Dennis Kelly	Component 2 Scripted Drama	
Year 11	Component 1 Devised Drama GCSE	Component 2 Scripted Drama	Component 3 Interpreting Theatre DNA by Dennis Kelly	

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