



Drama

Intent

The Drama curriculum at Chosen Hill School inspires all pupils to develop confidence, creativity and communication through performance, devising and critical reflection. It provides opportunities for pupils to explore a wide range of theatrical styles, practitioners and techniques whilst developing their ability to collaborate, think critically and express themselves effectively.

Aims of the department

- Develop pupil's confidence and communication skills through performance.
- Enable pupils to create, perform and evaluate drama across a range of styles and genres.
- Build understanding of key practitioners (e.g. Stanislavski, Brecht, Artaud).
- Encourage creativity through devising, improvisation and scripted work.
- Develop critical thinking through analysis and evaluation of performance.
- Provide opportunities to study Drama at GCSE, BTEC and A-Level.

Enrichment Opportunities

The Performing Arts department offers a wide range of extra-curricular opportunities to extend learning beyond the classroom. These include school productions, workshops, theatre visits and participation in local and national performance opportunities.

Pupils are encouraged to take part in productions such as pantomime and whole-school performances, enabling them to develop their skills in acting, directing and design. Opportunities are communicated through notice boards, assemblies and online platforms.

Students are also encouraged to engage with live theatre to develop their evaluative skills and deepen their understanding of professional performance.

Impact

The Drama curriculum develops confident, articulate and creative individuals who can communicate effectively in a range of contexts. Pupils leave with:

- Strong performance and presentation skills
- The ability to collaborate and work as part of a team
- A deep understanding of theatre and its cultural significance
- Critical thinking and evaluative skills

High levels of participation in lessons, productions and extra-curricular opportunities demonstrate pupils' enjoyment and engagement. Many students continue their study of Drama at Key Stage 4 and beyond, with some pursuing careers in the creative industries.

Ultimately, the curriculum fosters a lifelong appreciation of theatre and the arts, equipping pupils with transferable skills that support both academic success and personal development.

Implementation

The Drama curriculum is sequenced to build knowledge and skills progressively from Key Stage 3 through to Key Stage 5, as outlined in the curriculum road map.

At Key Stage 3, pupils develop foundational skills in:

- **Basic theatre craft** (terminology, staging and performance skills)
- **Improvisation and tableaux** to develop creativity and physical communication
- **Characterisation and storytelling**, including larger-than-life performance
- **Introduction to styles and practitioners** such as naturalism (Stanislavski)

As students progress, they deepen their understanding through:

- **Devising techniques** and creating original performance material
- **Scripted work**, including texts such as *Our Day Out*, *Noughts & Crosses* and *Romeo & Juliet*
- Exploration of styles including **Epic Theatre**, **Theatre of Cruelty** and **Physical Theatre**
- Development of **design and directing skills**

At Key Stage 4 and 5, the curriculum becomes increasingly specialised:

- Pupils complete **devised and scripted components**, developing, refining and evaluating their work
- Students explore **set texts and practitioners in depth**
- Advanced study includes **performance, direction, and design pathways**
- Pupils are prepared for **external examinations and coursework assessment**

Teaching focuses on the three core areas:

- **Performing**
- **Devising**
- **Responding**

Lessons are structured to allow pupils to rehearse, refine and evaluate their work through a cycle of practice, feedback and improvement.

Curriculum Planning

The Drama curriculum is carefully planned to ensure progression in both practical and theoretical understanding. Units are sequenced to revisit and build upon prior knowledge, ensuring that pupils can apply skills across different contexts.

The curriculum moves from exploratory and skills-based learning in Key Stage 3 to more structured and assessment-driven work in Key Stage 4 and 5. Pupils experience a balance of:

- Practical performance
- Creative devising
- Written analysis and evaluation

Differentiation is embedded through open-ended tasks, allowing all pupils to access the curriculum while providing challenge for more able learners.

Curriculum Time

All pupils study Drama as part of the Performing Arts curriculum at Key Stage 3 for two hours a fortnight

At Key Stage 4, pupils can opt to study Drama through GCSE or vocational pathways (BTEC), receiving additional curriculum time to develop practical and coursework components.

At Sixth Form, students can continue their studies through A-Level or BTEC Performing Arts, where they further specialise in performance, directing or design.

Assessment – How do we assess student understanding?

All students in Key Stage 3 are assessed based on their starting point. This will be reported as 'Working Towards', 'Working At' and 'Exceeding'. This is based on the progress that each student makes across the key strands of Drama: performing, devising and responding. Assessment grids are used for most units of work to support progress and clarity.

Feedback is an integral part of all lessons and informs assessment of student understanding; it is an essential tool in enabling pupils to develop and refine their performance work. Pupils are assessed in all units taught across the curriculum throughout the year. Assessments take place in the following order each term:

1. **Teacher Feedback:** This takes the form of verbal feedback during practical work and rehearsal.
2. **Self-Assessment:** Pupils reflect on their work using structured prompts and success criteria, often recorded in their KS3 assessment booklet.
3. **Performance Assessment:** This is carried out through practical performance, where pupils are assessed on their ability to apply skills, techniques, creativity, communication and understanding of dramatic intent. A final grade is awarded following this performance.
4. **Teacher Feedback:** Final verbal feedback is provided to support improvement, and a grade is recorded by staff.

Students can choose to take Drama courses through the Year 9 options process, where they will be continually assessed and receive a final grade at the end of the course.

GCSE Drama: We follow the EDUQAS GCSE Drama specification. Students are assessed through a combination of devised performance, scripted performance and a written examination. Practical performance and the ability to reflect and evaluate are essential components of the course.

BTEC Performing Arts: We follow the Pearson BTEC Performing Arts course. This is a combination of internally assessed coursework and external assessment, focusing on developing performance, rehearsal and evaluative skills.

In Sixth Form, students have the opportunity to study **A-Level Drama and Theatre** and **BTEC Performing Arts**, where they further develop their skills in performance, devising, analysis and evaluation.