

# DRAMA CURRICULUM

Great Academy Ashton’s Drama Department is dedicated to unfolding the transformative power of theatre, forging a learning environment that cherishes the arts as a critical pillar of education and personal development.

Igniting imagination and intellect, at the core of our curriculum is the belief that drama education is essential for nurturing the imagination and intellect of young minds. It is a space where students learn to weave their thoughts into tangible expressions, developing skills that transcend the classroom—skills such as innovation, critical analysis, and the courage to explore the unknown.

Honouring the artistic journey, drama stands in our halls as an art form of profound significance. It demands of students not only to perform but to engage deeply with the material, to understand the nuances of character, plot, and setting, and to appreciate the meticulous craftsmanship behind every production. This immersive process is central to their artistic and educational journey.

Building characters onstage and within, the collaborative nature of drama is a powerful tool for personal development. It is through the act of creating together that students strengthen their confidence, empathy, and ability to work as part of a team. The stage becomes a microcosm of society where they practice negotiation, adaptability, and the respectful exchange of ideas.

Connecting cultures, crafting community, our commitment to drama as a discipline is also a commitment to cultural literacy and community building. Through the exploration of diverse narratives, students gain a broader perspective on the world, learning to value their heritage and the stories of others. They engage with the community not just as performers but as informed citizens and storytellers.

**The essential role of drama in education**, drama education is more than an academic requirement; it's a vital part of nurturing well-rounded, resilient individuals. The teaching of drama is indispensable:

- Empathy and understanding, through role-playing and character study, students learn to understand different perspectives, fostering a sense of empathy and social awareness.
- Communication skills, drama enhances verbal and non-verbal communication. It teaches students to articulate their thoughts and emotions clearly and confidently.
- Emotional intelligence, by engaging with complex characters and stories allows students to explore a range of emotions, helping them to understand and manage their own feelings and reactions.
- Creativity and innovation, by solving problems on stage, students learn to think outside the box and become inventive thinkers.
- Cultural appreciation, drama introduces students to a variety of cultural expressions, promoting respect and appreciation for different ways of life.
- Confidence building, performing in front of an audience teaches students to overcome anxiety and to trust in their abilities.
- Collaboration and teamwork, theatre is a collective effort. Students learn the importance of working together and the value of each person’s contribution.
- Adaptability and flexibility, drama requires students to adapt to new roles, settings, and scenarios, teaching them flexibility and the ability to think on their feet.

In shaping our vision, we aim for our students to emerge not just as scholars of Drama but as individuals equipped with the competencies to navigate the complexities of life with agility and poise. Our department is not just about teaching drama; it's about empowering a future generation with a repertoire of life skills, ready to script their unique narratives in the world.

In our Drama Department, we are dedicated to a progressive, research-informed curriculum, designed in alignment with the Edexcel KS4 drama specifications and enriched by contemporary drama education research and pedagogical best practices. Over the course of five years, our curriculum focuses on the development of key skills and knowledge, culminating in a comprehensive understanding and mastery of several critical areas:

**Performance Skills:** Emphasising vocal and physical skills as essential tools for performance, our program aligns with research by Bolton and Heathcote on self-expression and communication. We ensure students are confident in their understanding and application of these skills, in line with Edexcel specifications.

**Scripted Drama:** Incorporating the study of scripts, we cover elements like genre, form, style, page layout, structure, and character development. Drawing on the works below, students will engage in understanding scripts' meaning and interpretation, context (historical, social, cultural), and stage types, preparing them for establishing character and plot, read-throughs, rehearsals, learning a text, blocking, character development, and cues.

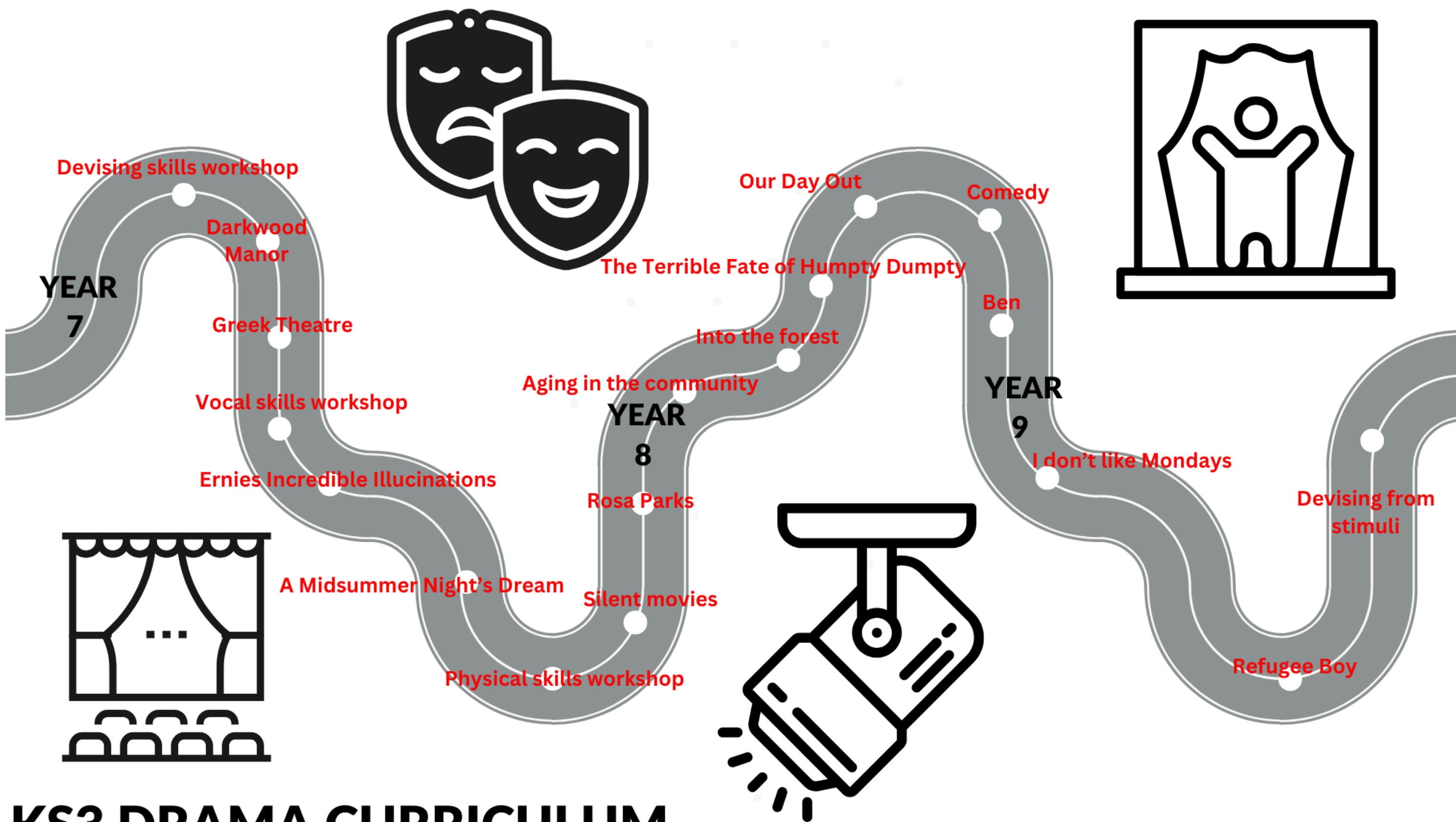
**Informed Audience:** Our students develop into skilled critics, in accordance with research findings by O’Toole and Haseman. They will be capable of analysing and evaluating performance components, a skill vital for an informed audience and reflective of the Edexcel criteria.

**Creative Roles and Responsibilities:** Addressing the responsibilities in the wider world of creative roles in drama, our curriculum is informed by the advocacy of organisations like the National Drama Education Association and the Arts Council.

**Devising:** In line with the pedagogical approaches endorsed by IDEA, students learn to respond to stimulus and themes, developing ideas, refining, and polishing them into engaging theatrical content and style.

Our teaching methods are further enhanced by the practices promoted by the National Association for the Teaching of Drama (NATD) and ongoing developments in drama education research. We employ diverse pedagogical tools, ensuring effective and engaging instruction. Through formative and summative assessments, we provide continuous feedback, encouraging growth and excellence.

We are committed to fostering a culture of creativity, respect, and collaboration, empowering our students with the skills, knowledge, and passion for drama, thereby preparing them for academic success and a lifelong engagement with the arts.



# KS3 DRAMA CURRICULUM

Year 7											
Autumn				Spring				Summer			
Unit Title: Darkwood Manor	Unit Length: 7 lessons	Unit Title: Greek Theatre	Unit Length: 6 lessons	Unit Title: Ernie’s Incredible Illucinations	Unit Length: 6 lessons	Unit Title: A Midsummer Night’s Dream	Unit Length: 6 lessons	Unit Title: Silent Movies	Unit Length: 5 lessons	Unit Title: Rosa Parks	Unit Length: 7 lessons
Domains of knowledge:  Genre: Mystery and suspense. Devising skills (building blocks for drama creation): role play, still image, thought tracking, narration, marking the moment, cross cutting Performance skills: vocal and physical Technical skills and elements: music placards, costume, and prop Creating in response to scenario and stimulus Spontaneous improvisation. Social, cultural, and historical context Analytical skills- WWW/EBI model to analyse own work and work of others		Domains of knowledge:  Genre: Tragedy Style: Greek Theatre Form: prologue, episodes, stasimon, exodus Devising skills (building blocks for drama creation): role play, still image, thought tracking, narration, marking the moment, cross cutting Performance skills: vocal and physical Technical skills and elements: music, lighting placards, costume, and prop Creating in response to scenario and stimulus Spontaneous improvisation. Social, cultural, and historical context Analytical skills- WWW/EBI model to analyse own work and work of others		Domains of knowledge:  Genre: Fantasy Comedy Style: naturalism Structure: 1 Act Play, Freytag’s pyramid Script work: process of bringing a play from page to stage, following character dialogue and stage directions Form: What is form and the form of Ernie’s Incredible Illucinations; one-act comedy play. Roles within theatre- playwright, director, actor Creating: enactment of scenes from within the play and off text in response to plot, themes, character Performance: both physical and vocal to allow performance but an in-depth focus on the knowledge and understanding of vocal skills: pitch, pace, pause, projection, emphasis, accent, clarity, tone Analytical skills- WWW/EBI model.		Domains of knowledge:  Genre: Shakespearean Style: Naturalism Structure: 5 Act play, Freytag’s pyramid Form: What is form and the form of A Midsummer Night Dream; classical play. Script work: process of bringing a play from page to stage, following character dialogue and stage directions Roles within theatre - playwright, director, actor Creating: enactment of scenes from within the play and off text in response to plot, themes, character. Performance: both physical and vocal to allow performance but an in-depth focus on the knowledge and understanding of vocal skills: pitch, pace, pause, projection, emphasis, accent, clarity, tone Analytical skills- WWW/EBI model.		Domains of knowledge:  Genre: Style: Mime Devising skills (building blocks for drama creation): role play, still image, marking the moment Performance: both physical and vocal to allow quality performance but an in-depth focus on the knowledge and understanding of physical skills: facial expression, gesture, posture & gait, actions, eye contact, timing & energy, ensemble awareness and proximity. Technical skills and elements: music placards, costume, and prop Creating in response to scenario and stimulus Spontaneous improvisation. Social, cultural, and historical context Analytical skills- WWW/EBI model to analyse own work and work of others		Domains of knowledge:  Genre: Historical drama Style: Naturalism performance skills with a focus on Creating in response to scenario and stimulus Conventions: what is meant by conventions (actions and techniques used for dramatic effect) and various conventions utilised to study the issue Performance: both physical and vocal to allow quality performance but an in-depth focus on the knowledge and understanding of physical skills: facial expression, gesture, posture & gait, actions, eye contact, timing & energy, ensemble awareness and proximity. Analytical skills- WWW/EBI model to analyse own work and work of others	
Key concepts: Create process: strategies, skills, style, character development. Rehearsal process: idea generation and development: collaboration and teamwork, rehearsal techniques, performance execution, feedback, and refinement. Performance: physicality and movement, vocal techniques and devising skills, building confidence. Technical elements- music, lighting, costume Analyse and assess the performance skills and qualities		Key concepts: Create process: strategies, skills, style, character development. Rehearsal process: idea generation and development: collaboration and teamwork, rehearsal techniques, performance execution, feedback, and refinement. Performance: physicality and movement, vocal techniques and devising skills, building confidence. Technical elements- music, lighting, costume Analyse and assess the performance skills and qualities		Key concepts: Play analysis. Social, cultural, and historical contextual analysis. Staging and stage positions Rehearsal process: idea generation and development, collaboration and teamwork, rehearsal techniques, performance execution, feedback, and refinement. Performance: physicality and movement, vocal techniques and devising skills, building confidence. Analyse and assess the performance skills and qualities		Key concepts: Play analysis. Social, cultural, and historical contextual analysis. Staging and stage positions Rehearsal process: idea generation and development, collaboration and teamwork, rehearsal techniques, performance execution, feedback, and refinement. Performance: physicality and movement, vocal techniques and devising skills, building confidence. Analyse and assess the performance skills and qualities		Key concepts: Create process: strategies, skills, style, character development. Rehearsal process: idea generation and development: collaboration and teamwork, rehearsal techniques, performance execution, feedback, and refinement. Performance: physicality and movement, vocal techniques and devising skills, building confidence. Technical elements- music, costume, props Analyse and assess the performance skills and qualities		Key concepts: Create process: strategies, skills, style, character development. Rehearsal process: idea generation and development: collaboration and teamwork, rehearsal techniques, performance execution, feedback, and refinement. Performance: physicality and movement, vocal techniques and devising skills, building confidence. Analyse and assess the performance skills and qualities within a piece of drama. Evaluate the piece's intent and how	

within a piece of drama. Evaluate the piece's intent and how effectively it achieves its artistic goals. Identify both the successes and areas where improvements can be made.	within a piece of drama. Evaluate the piece's intent and how effectively it achieves its artistic goals. Identify both the successes and areas where improvements can be made.	within a piece of drama. Evaluate the piece's intent and how effectively it achieves its artistic goals. Identify both the successes and areas where improvements can be made.	within a piece of drama. Evaluate the piece's intent and how effectively it achieves its artistic goals. Identify both the successes and areas where improvements can be made.	within a piece of drama. Evaluate the piece's intent and how effectively it achieves its artistic goals. Identify both the successes and areas where improvements can be made.	effectively it achieves its artistic goals. Identify both the successes and areas where improvements can be made.
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<p>Create- strategies, skills, style, character development.</p> <p>Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement</p> <p>Perform: Physicality and movement, vocal techniques and devising skills, building confidence.</p> <p>Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims, and intentions, identifying successes and areas for development.</p>	<p>Create- strategies, skills, style, character development.</p> <p>Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement</p> <p>Perform: Physicality and movement, vocal techniques and devising skills, building confidence.</p> <p>Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims, and intentions, identifying successes and areas for development.</p>	<p>Create- strategies, skills, style, character development.</p> <p>Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement</p> <p>Perform: Physicality and movement, vocal techniques and devising skills, building confidence.</p> <p>Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims, and intentions, identifying successes and areas for development.</p>	<p>Create- strategies, skills, style, character development.</p> <p>Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement</p> <p>Perform: Physicality and movement, vocal techniques and devising skills, building confidence.</p> <p>Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims, and intentions, identifying successes and areas for development.</p>	<p>Create- strategies, skills, style, character development.</p> <p>Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement</p> <p>Perform: Physicality and movement, vocal techniques and devising skills, building confidence.</p> <p>Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims, and intentions, identifying successes and areas for development.</p>	<p>Create- strategies, skills, style, character development.</p> <p>Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement</p> <p>Perform: Physicality and movement, vocal techniques and devising skills, building confidence.</p> <p>Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims, and intentions, identifying successes and areas for development.</p>
<p>Relevant end points covered: Understand how to respond to stimulus and themes.</p> <p>Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development.</p>	<p>Relevant end points covered: Understand how to respond to stimulus and themes.</p> <p>Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development.</p>	<p>Relevant end points covered: Understand how performers use their vocal and physical skills in performance.</p> <p>Understand the features of a script and how to perform a script.</p> <p>Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development.</p>	<p>Relevant end points covered: Understand how performers use their vocal and physical skills in performance.</p> <p>Understand the features of a script and how to perform a script.</p> <p>Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development.</p>	<p>Relevant end points covered: Understand how performers use their vocal and physical skills in performance.</p> <p>Understand how to respond to stimulus and themes.</p> <p>Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development.</p>	<p>Relevant end points covered: Understand how performers use their vocal and physical skills in performance.</p> <p>Understand how to respond to stimulus and themes.</p> <p>Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development.</p>
<p>Assessments:</p> <p>Practical assessment where students create and perform a piece of drama based on the unit topic. Students will respond to a performance by analysing and evaluating the performance of their peers using WWW/EBI model.</p>	<p>Assessments:</p> <p>Written assessment where students will demonstrate understanding of devising skills, including the application of these skills to a performance based on the topic for this term.</p>	<p>Assessments:</p> <p>Practical assessment where students create and perform a piece of drama based on the unit topic. Students will respond to a performance by analysing and evaluating the performance of their peers using WWW/EBI model.</p>	<p>Assessments:</p> <p>Written assessment where students will demonstrate understanding of vocal skills, including the application of these skills to a performance based on the topic for this term.</p>	<p>Assessments:</p> <p>Practical assessment where students create and perform a piece of drama based on the unit topic. Students will respond to a performance by analysing and evaluating the performance of their peers using WWW/EBI model.</p>	<p>Assessments:</p> <p>Summative end of year written assessment where students will demonstrate understanding of devising, vocal and physical skills as well as selected knowledge based on learning over the academic year.</p>

Year 9					
Autumn		Spring		Summer	
Unit Title: I Don't Like Mondays	Unit Length: 6 lessons (1 per fortnight)	Unit Title: Refugee Boy	Unit Length: 6 lessons (1 per fortnight)	Unit Title: Devising from Stimuli	Unit Length: 6 lessons (1 per fortnight)
<p>Domains of knowledge:</p> <p>Genre: Social and Historical Drama Style: Naturalism Form: Documentary Drama Devising skills: role play, still image, narration, cross cutting, hot seating, thought tracking and marking the moment Themes: what is meant by themes, and how to identify them and those which exist in the unit of work- school shootings, sensationalised stories Conventions: what is meant by conventions (actions and techniques used for dramatic effect) and various conventions utilised to study the play. Technical skills: lighting, sound, costume, props, set Creating in response to scenario and stimulus Performance skills: both physical and vocal to allow quality performance Analytical Skills- WWW/EBI model to analyse own work and work of others</p>		<p>Domains of knowledge:</p> <p>Genre: Political Drama Style: naturalism Structure: understanding what play structure is, episodic structure Form: what theatre form is, and in relation to the play Refugee Boy: adaptation, episodic scenes Themes: What is meant by themes, how to identify them and those which exist in the play Convention in scripts: what is meant by conventions (agreed actions and techniques used for dramatic effect) and various conventions utilised to study the play Script work: process of bringing a play from page to stage- following dialogue and stage directions in script, blocking scenes using stage positions Roles within theatre- playwright, director, actor Technical skills: lighting, sound, costume, props, set Creating: enactment of scenes from within the play and off text in response to plot, themes, character Performance: both physical and vocal to allow performance but an in-depth focus on the knowledge and understanding of vocal skills: pitch, pace, pause, projection, emphasis, accent, clarity, tone Analytical skills- WWW/EBI model to analyse own work and work of others</p>		<p>Domains of knowledge:</p> <p>Devising skills: role play, still image, narration, cross cutting, hot seating, thought tracking and marking the moment Stimuli: what is meant by stimuli, and how to identify them and those which exist in the unit of work Conventions: what is meant by conventions (actions and techniques used for dramatic effect) and various conventions utilised to study the play Technical skills: lighting, sound, costume, props, set Creating in response to scenario and stimuli Performance skills: both physical and vocal to allow quality performance Analytical Skills- WWW/EBI model to analyse own work and work of others</p>	
<p>Key concepts:</p> <p>Social and Historical Drama Documentary Theatre Create- strategies, skills, style, character development. Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement. Perform: Physicality and movement, vocal techniques and devising skills, building confidence. Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims and intentions, identifying successes and areas for development.</p>		<p>Key concepts:</p> <p>Play and Contextual Analysis. Monologue. Duologue. Create- strategies, skills, style, character development. Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement Perform: Physicality and movement, vocal techniques and devising skills, building confidence. Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims and intentions, identifying successes and areas for development.</p>		<p>Key concepts:</p> <p>Devising Stimuli Exploration- image, sound/music, prop, text, theme, real events. Improvisation Create- strategies, skills, style, character development. Rehearse: Idea Generation and Development, Collaboration and Teamwork, Rehearsal Techniques, Performance Execution, Feedback and Refinement Perform: Physicality and movement, vocal techniques and devising skills, building confidence. Analyse and Evaluate: Critical Thinking and Reflective Practice, Interpretation, communicate meaning, artistic aims and intentions, identifying successes and areas for development.</p>	
<p>Relevant end points covered:</p> <p>Understand how to respond to stimulus and themes. Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development.</p>		<p>Relevant end points covered:</p> <p>Understand how performers use their vocal and physical skills in performance. Understand the features of a script and how to perform a script. Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development.</p>		<p>Relevant end points covered:</p> <p>Understand how performers use their vocal and physical skills in performance. Understand the features of a script and how to perform a script. Become skilled critics of performance who can analyse and evaluate performance components for both successes and areas for development</p>	

<p>Assessments:</p> <p>Practical assessment where students create and perform a piece of Drama based on the unit topic.</p> <p>Students will also evaluate the performance of their peers using WWW/EBI model.</p> <p>Written assessment where students will demonstrate understanding of devising skills, including the application of these skills to a performance based on the topic for this term.</p>	<p>Assessments:</p> <p>Practical assessment where students create and perform a piece of Drama based on the unit topic.</p> <p>Students will also evaluate the performance of their peers using WWW/EBI model.</p> <p>Written assessment where students will demonstrate understanding of vocal skills, including the application of these skills to a performance based on the topic for this term.</p>	<p>Assessments:</p> <p>Practical assessment where students create and perform a piece of Drama based on the unit topic.</p> <p>Students will also evaluate the performance of their peers using WWW/EBI model.</p> <p>Summative end of year written assessment where students will demonstrate understanding of devising, vocal and physical skills, including the application of these skills to a performance based on learning over the academic year.</p>
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# KS4 PERFORMING ARTS CURRICULUM



## COURSE ASSESSMENT

Performing arts assessment.

The assessment model comprises three components:

1. Exploring the Performing Arts: Students investigate professional performance work, examining styles, techniques, and industry roles. This component is internally assessed through assignments set by Pearson and moderated externally.
2. Developing Skills and Techniques in the Performing Arts: Learners enhance their practical skills by rehearsing and performing existing repertoire. This component is also internally assessed with Pearson-set assignments and external moderation.
3. Responding to a Brief: Students apply their skills to create a performance based on a given brief, demonstrating creativity and adaptability. This component is externally assessed by Pearson.

Each component is graded on a scale from Level 1 Pass to Level 2 Distinction. The final qualification grade is determined by the combined performance across all components, reflecting the student's overall achievement.

## COURSE DETAILS

Course: Pearson BTEC Technical Award in Performing Arts

## COURSE DESCRIPTION

The BTEC Tech Award in Performing Arts is a vocational qualification that provides learners with a broad introduction to the performing arts sector. It is designed for students with an interest in performance and creativity, offering a practical, skills-based approach within a structured framework.

The course enables learners to develop their understanding of key performance disciplines, with a focus on acting. Through practical engagement with professional repertoire and creative exploration, students gain insight into how performance work is developed, rehearsed, and presented.

In addition to performance skills, the qualification supports the development of essential transferable skills such as collaboration, communication, problem-solving, and self-management. Learners are encouraged to work both independently and as part of a group, reflecting on their own practice and responding to feedback in a constructive and professional manner.

The course also promotes critical thinking and contextual understanding by engaging learners with the work of established practitioners and exploring the wider cultural and creative industries. This provides a foundation for progression into further study, training, or employment within the performing arts or related sectors.

Suitable for delivery as part of a Key Stage 4 curriculum, the BTEC Tech Award in Performing Arts supports a balanced and diverse programme of study. It complements both academic and vocational pathways and offers learners a meaningful opportunity to engage with the arts in a practical and applied context.

## PROGRESSION ROUTES

Completing the BTEC Tech Award in Performing Arts equips students with practical skills, creativity, collaboration, and industry knowledge, preparing them for further study, apprenticeships, or direct entry into the world of work within the performing arts and creative industries

