

The Raedwald Trust drama curriculum is derived from objectives given in the secondary national curriculum for spoken English. Key skills have been identified and progression mapped through key stage 3 with the view that students may have some prior learning from their previous school at primary and/or secondary level when they arrive at Parkside KS3 and will revisit gaps and build skills towards progression at KS4.

The subject is delivered through units which enable students to build on a wide range of drama skills. The focus of assessment are the key skills of listening, oracy, evaluation, group work and character development.

The purpose of the study of drama is to develop our students into confident communicators who are given the opportunity to use their creativity to express their own feelings as well as those of others through a range of plays, improvisations and drama skills. The focus on the five areas of listening, oracy, evaluation, group work and character development is to support the progression of students in an AP setting who may need the opportunity to develop these skills due to lack of confidence and development interruptions during early childhood, for example not all of our students will have experienced roleplay as a young child.

The fundamental areas in our drama curriculum are;

Oracy	Listening	Evaluation	Group work	Character development
Ask relevant questions to extend their understanding and knowledge. NC KS1&2	Listen and respond appropriately to adults and their peers. NC KS1&2	Articulate and justify answers, arguments and opinions. NC KS1&2	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. NC KS1&2	Participate in discussions, presentations, performances, role play, improvisations and debates. NC KS1&2
Use relevant strategies to build their vocabulary. NC KS1&2	<ul style="list-style-type: none">Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. NC KS1&2	Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. NC KS1&2	Gain, maintain and monitor the interest of the listener. NC KS1&2

	necessary. NC KS4			
Speak audibly and fluently with an increasing command of Standard English. NC KS1&2	<ul style="list-style-type: none"> Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation. NC KS4 	Consider and evaluate different viewpoints, attending to and building on the contributions of others. NC KS1&2	Using standard English confidently in a range of formal and informal contexts, including classroom discussion. NC KS3	Select and use appropriate registers for effective communication. NC KS1&2
<ul style="list-style-type: none"> Participating in formal debates and structured discussions, summarising and/or building on what has been said. NC KS3 			<ul style="list-style-type: none"> Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines. NC KS4 	<ul style="list-style-type: none"> Improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. NC KS3&4

Speak confidently, audibly and effectively: NC KS4				
• Using Standard English when the context and audience require it: NC KS4				

Objectives have been selected from the national curriculum for spoken language from key stage 3. Most objectives have been included as they are relevant to the content of drama lessons within the trust, only two objectives have not been included which are related to debate and will be included within the curriculum policy for debate.

The objectives from these fundamental areas have been split into units to ensure coverage through the 19 week programme at KS3. The skills of oracy, listening, group work, character development and evaluation are taught through a range of topics and texts which support the wider curriculum. At key stage 4, students will be studying at their home school and may choose to continue drama at GCSE level.

	Autumn	Spring	Summer
KS3	Group work skills Listening taught through the following units: Haunted house Melodrama	Oracy Evaluative skills: taught through the following units: A Christmas Carol Macbeth	Character development: taught through the following units: Holes

At key stage 3 teachers will assess units taught through the use of knows and dos for each session. These will be rag rated by students and teachers which will support identification of pupil need and success. Teacher assessment from each session and used to inform future planning. Gaps in learning and misconceptions will be addressed rapidly.

Through drama students will develop their confidence, communication and collaborative [MJ1]skills. They will develop the ability to think quickly on their feet and use their imagination and creativity to develop the ideas of their group. Drama will build their knowledge of subjects across the curriculum;

particularly English, History and PSHE. Drama supports the delivery of cultural capital through students exploring a wide range of literature as well as theatre visits and workshops delivered by theatre practitioners. Reading is a core part of this subject; sight reading and interpreting a play text are building blocks towards developing performance. Students will explore range of material from Holes to Shakespeare. Through the drama curriculum students will explore characters from different backgrounds with a range of beliefs, supporting the British values of tolerance and respect. Drama plays an important role in preparing students for the wider world of work through building confidence, enhancing skills to work with others and thinking imaginatively as well as critically.