

Key Stage 3 - Drama

Intent	Implementation	Impact
Our vision is to empower confident, creative, and compassionate individuals through drama. We promote self-expression, empathy, critical thinking, and collaboration, preparing students for diverse pathways and lifelong engagement with the arts. We teach core drama skills (vocal, physical, performance techniques, scriptwork) developing collaborative, creative, and critical thinking abilities to understand theatre and solve problems. We promote literacy (script analysis, vocabulary, writing for performance) and transferable skills (communication, teamwork, leadership) with the end goal of scaffolding knowledge for further study at KS4/KS5.	The curriculum is delivered through practical exploration of texts, themes, styles and practitioners with 5 units being taught each year culminating in a practical assessment after each unit. The year 7 curriculum focuses on building the framework for practical exploration with year 8 introducing more complex styles of performance, year 9 expands on this and shifts focus to knowledge and skills required for KS4. Students are supported by a variety of differentiated activities, teacher modeling, pre-taught vocabulary, knowledge organisers.	In KS3 Drama, we foster confident and collaborative learners who develop a strong understanding of technical performance skills. Learning is assessed at the end of each unit and recorded in student booklets, demonstrating progress in areas like vocal projection, physical expression, and devising. The skills gained in Drama extend beyond the classroom, empowering students with enhanced public speaking abilities and effective teamwork that benefit their learning across the entire school curriculum. Success in KS3 Drama looks like students confidently taking risks in performance, actively contributing to group work, and articulating their creative choices.

Assessment

Drama assessment combines both formative and summative assessments, during lessons teachers formatively assess students work, correcting errors and addressing misconceptions. At the end of each unit of work there is a summative assessment of a final performance piece. Students received feedback during each lesson as they work. Formal feedback is documented in students' booklets during the end of unit assessment.