



Drama at Avanti Fields desire to develop a sense of social awareness, exploring what makes us human and how we can impact the lives of others. We aim to develop theatrical skills for a live performance and help students to become confident individuals in front of an audience. Through lessons with a range of scripted and devised work, we endeavour to ensure students are creative and develop their literacy skills. We want students to gain valuable knowledge of key Drama concepts with explicit links to the English National Curriculum throughout. Our versatile approach to Drama strives to allow students to gain a wider grasp of the complexities of creating their own performances. Additionally, we aspire for



- Identify characteristics of a text (character, language, and stage directions.)
- Explore the social, cultural, and historical context of the play.
- Rehearsing and performing play scripts to show an understanding of the characters and themes.
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- Understand how to interact with other actors on stage.
- Understand how best to sustain audience interest in a performance.
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- Recall and understand the key bank of words in Drama.
- Gain and deploy an understanding of abstract terms such as 'metatheatre', 'surrealism', 'physical theatre', and 'didactic'.
- Use a range of vocabulary and language when speaking. Develop their social and linguistical spoken language.
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- Analyse and evaluate performance/design skills in a piece of theatre.
- Analyse and evaluate interpretation of character/role.
- Analyse and explaining the reasons for using certain theatre conventions to convey meaning to a live audience.

	[Baseline assessment: Vocal/ Physical Skills, Stage Types, Characterisation] Intent:	Modern Adaptation of Morality Play with links to Practitioner Bertolt Brecht Intent: and	Use of text to explore Documentary Theatre genre Intent: and
	Using Fairy tales to explore modern Pantomimes Intent: and	Concluding everyman and beginning Macbeth Intent: and	Theatre of the Oppressed – Augusto Boal Intent: and
	Using works by Charlie Chaplin and Practitioner Pina Bausch Intent: and	Shakespeare Text with links to Practitioner Antonin Artaud Intent: and	Brecht, Berkoff, Artaud and Bausch Intent: and
	Exploration of text by Philip Ridley Intent: and	Trestle Masks, Complicité and Frantic Assembly Intent: and	Creating a devised piece using techniques from practitioners explored Intent: and



	<p>Exploration of text by Philip Ridley</p> <p>Intent:</p> <p>and</p>	<p>West Side Story, Annie, Mamma Mia, and Matilda</p> <p>Intent:</p> <p>and</p>	<p>Understanding the technical elements of theatre.</p> <p>Intent:</p> <p>and</p>
	<p>Exploration of theatre throughout time around the World</p> <p>Intent:</p> <p>and</p>	<p>Text by Alan Ayckbourn with links to Practitioner Steven Berkoff</p> <p>Intent:</p> <p>and</p>	<p>Exploring different texts performed at GCSE</p> <p>Intent:</p> <p>and</p>

Students are assessed regularly in Drama through a combination of formative and summative assessments. Topics will link to one of two areas- Devising Theatre (CO1) or Scripted Theatre (CO2).

Students will receive timely feedback after each assessment, following the whole school 'Strengths, Improvements, and Actions' (SIA) policy. During performances, students will conduct a peer-assessment reflecting on what actions others have succeeded in and what they can improve on for the next topic.

Except for live theatre evaluations, all lessons at KS3 will focus on practical work. There will be retrieval practice at the start of all lessons (with a combination of written tasks in booklets or verbal discussions to improve Oracy). Every lesson will offer students a chance to reflect on the work of others through regular feedback. The last part of lessons has an "assessment phase", where students' practical work compares to the expectations linked with the learning outcomes for that lesson.

There are three summative assessment tests per year at KS3. These will use either the CO1 or CO2 criteria. CO1 will focus on performing theatre in a style of a genre/practitioner and CO2 will focus on characterisation.

Use the _____ in the Knowledge Organisers on Google Classroom to _____ the key facts: READ – COVER – WRITE method MASTER THE MINIMUM.

Re-read lessons/ texts that we study in class, which are available on Google Classroom.

After School. Students who wish to take part in school performances will sign up for Drama club. All Drama club attendees will be given a role in school productions/ festivals. Rehearsals for shows will take between 2 and 3 half terms. To uphold a high standard of performance, students are expected to attend all rehearsals.

Throughout the year, students will have the opportunity to engage in various