



love the journey

**Curriculum Implementation 2025-26**

**Secondary**

<b>LCA Strand</b>	<b>Expressive Arts</b>
<b>Subject</b>	<b>Drama</b>
<b>Key Stage</b>	<b>Key Stage 3 (Chapter 7-9)</b>

<p>What are the key concepts taught?</p>	<p>At KS3 learners focus on the following principles;</p> <p><b>Making</b> - working collaboratively to create and develop ideas by exploring the characteristics of performance; structure, form, style, language and stage directions to communicate meaning to an audience.</p> <p><b>Performing</b> - apply theatrical skills to realise artistic intentions through devised performances and scripted work.</p> <p><b>Responding</b> - analyse and evaluate their own work and the work of others using drama and theatre terminology and demonstrate an understanding of how drama and theatre is developed and performed.</p> <p><b>Knowledge and understanding</b> - Understand roles within theatre as well as the social/cultural and historical contexts of theatre and performance.</p>
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<p>What is the sequencing of units?</p>	<p><b>Chapter 7</b>  <b>Term 1</b> - Commedia dell'arte – Performance skills  <b>Term 2</b> - 'Blood Brothers'– Exploring scripts  <b>Term 3</b> – Drama pre-text 'Runaway,' - Devising. Practitioner: Stanislavski.</p> <p><b>Chapter 8</b>  <b>Term 1</b> – Musical Theatre – Performance skills  <b>Term 2</b> – 'Harry Potter and the Cursed Child' - Exploring scripts  <b>Term 3</b> – Drama pre-text 'Pizza Party,' - Devising. Practitioner: Brecht.</p> <p><b>Chapter 9</b></p>
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	<p><b>Term 1</b> -Pantomime – Performance skills</p> <p><b>Term 2</b> – ‘DNA’ – Exploring scripts</p> <ul style="list-style-type: none"> <li>• <b>Term 3</b> - Stimulus ‘Unhappily Ever After’ - devising. Genre: Theatre in Education (TIE)</li> </ul>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Units of work have been planned as a layered effect, building on skills over chapters 7, 8 and 9 in preparation for GCSE Drama. The fundamental skills of making, performing and responding explored in chapter 7, are drawn upon at every possible opportunity in chapters 8 and 9 at micro level when focusing on the drama curriculum, as well as explicitly making pupils aware that the skills developed in drama can be utilised elsewhere outside the drama curriculum (teamwork, collegiality, public speaking, oracy).</p> <p>Topic 1 in chapter 7 - Commedia dell ‘Arte is a foundation unit at Liverpool College as this form of theatre and the dramatic techniques of Commedia dell ‘Arte is relevant to almost all forms of theatre and entertainment today. Musical theatre in chapter 8 builds on these techniques, as does the Pantomime topic in chapter 9. All pupils explore age appropriate scripts and perform excerpts to peers. At the end of each chapters learning journey pupils then have the opportunity to create a piece of theatre drawing on skills covered throughout the year.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>At KS3 the process of drama making is at the core of the curriculum. Teacher in role and modelling play a huge part in the delivery of the curriculum.</p> <p>We encourage SEND support staff to join in and take part in the learning journey along with the pupils, working together to create an inclusive experience.</p> <p>Pupils are challenged at an appropriate level and their needs met through adaptive teaching via pace, groupings, activities and formative assessment.</p> <p>MA pupils are given the opportunity to lead performance teams in lessons by taking on the role of director as well as incorporating more advanced performances techniques within their rehearsal time. This is applied through teacher observation, verbal feedback as well as peer assessment methods. We offer support for DA pupils who wish to develop their confidence and self-esteem by running an after school performing arts club.</p> <p>All pupils are offered various performance opportunities that are planned throughout the academic chapter to perform to an audience.</p> <p>Arts award is offered for all pupils and PP funding can be accessed for disadvantaged pupils to cover the cost of the award, this is also being explored for pupils in the Wilton scholars programme this year.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>A 'Do Now' starter is part of the lesson routine at KS3 to retrieve knowledge previously taught.</p> <p>Drama terminology relating to the topic is referenced at the start of each lesson and embedded throughout each lesson to encourage pupils to use key terms in the learning dialogue.</p> <p>The use of pupil assessors and director review and reflect on the performances of their peers, giving constructive feedback inclusive of appropriate drama terminology.</p> <p>Self-assessment is another method were pupils get the opportunity to retrieve and reflect on their learning journey.</p> <p>Questioning is weaved throughout the lesson to consistently retrieve.</p>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Reflection is key in the drama curriculum at Liverpool College. Pupils are continually being observed and assessed for either making, performing or responding in lessons. Live teacher feedback is woven throughout each lesson for pupils to reflect upon their work and make improvements. At the end of every topic pupils set a target for development as well as respond to feedback they have been given from their peers or teacher. New curriculum ideas are suggested based on the pupils response to units of work. The drama curriculum at Liverpool College is flexible, transient and fluid to meet the needs of the learners. SISRA and marksheets are used to identify cohorts that that may need intervention.</p> <p>Student voice surveys are also used to inform planning.</p>
<p>What are the planned opportunities for developing Reading?</p>	<p>Using playscripts in chapters 7, 8 and 9 helps develop an understanding of how dialogue can be used to tell a story. From this, pupils have the opportunity for speaking and listening activities that are enhanced through role-play and improvisation. Improvisation based on pre-texts and storytelling develop an understanding of narrative, as well a developing a deeper understanding of characters.</p> <p>Small group work helps encourage communication and sharing ideas.</p>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> Exploring play scripts, peer assessment, reflection logs.</p> <p><b>Numeracy:</b> Performance aesthetics and symmetry through the use of set, staging and movement. Stage directions and degrees. Time management - managing the timing of rehearsals and performance, pupils work to timed deadlines (rehearsal/perf)</p>

**Oracy:** Pupils are encouraged to discuss, negotiate, present and perform every lesson.

**SMSC:** Topics at KS3 have been carefully planned and specifically chosen to cover all aspects of SMSC.

**Spiritual** - Term 1, 2 & 3 Chapters 7,8 &9

**Moral** - Term 3, Chapters 7,8 & 9  
Term 2, Yr 9

**Social** - Term 1, 2 & 3 Chapters 7,8 &9

**Cultural** - Term 1 & 2, Chapters 7,8 & 9