

DRAMA & YEAR 9/ DEVISING

Curriculum core purpose. Intent

Devising allows students to engage with the curriculum, use their creativity and independence when creating performances and is a key part of the GCSE curriculum

Students are introduced to a variety of stimuli that they then use to create individual ideas/concepts relating directly to the examination specification

Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Students are also encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation and sensitivity. Lessons also ensure all students work with all other students within the classes, regardless of race, religion, background, gender or sexuality while they interact with a number of poetic and artistic texts to act as stimuli for their work

Content-Knowledge and Skills.

Characterisation and genre are specifically focussed on, characterisation is develop through a variety of activities and circumstances so that knowledge of genre and style is gained

Subject specific pedagogy

Creativity and imagination to create a character that is unlike themselves
Modelling of examples of characters through teacher led activities
Specific genres linked to KS4 learning

Resources and support

Questioning is differentiated so that all learners can contribute to the lesson. Choice of activity is given so that the learning is more personalised. +1 challenge offered for those who want to extend their learning

Feedback, assessment and progress.

How are students assessed? How does this demonstrate progress?
Half termly performance assessments focussing on character, voice, movement and genre. Students are marked on their performance related to their target and they can track their progress
How do children receive feedback on their learning?
Verbal feedback given throughout lessons both on final performance of it and while they are rehearsing to develop their learning
How is feedback used to inform planning/ SoL?
DIRT tasks are used to develop own progress, students take control of their Next Step so they can make their learning more personalised from the feedback given to them

Habits

Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year. See example below.
Year 9:
Independence – creating a personal character from the stimulus and developing these further incorporating skills they have learnt since the start of KS3

Resilience – to continue to develop and improve work, something that is key to creating devised performances at KS4