



# Curriculum and Assessment Policy Template

## English and Drama

### Curriculum Statement of Intent:

**Exploring, accessing and understanding the world through language and literature.**

- *Provide a broad and balanced education for all pupils in the subjects of English Language, English Literature and Drama*
- *Enable pupils to develop knowledge, understand concepts and acquire skill within language, and be able to choose and apply these in relevant situations such as further education, work placements and functional skills*
- *Support pupils' spiritual, moral, social and cultural development by considering a range of texts from different time periods, perspectives, cultures and topics to shape our own understanding.*
- *Promote a positive attitude towards learning through promoting academic curiosity and a passion for literature which will inform and develop our own craft as writers.*
- *Ensure equal access to learning in English and Drama, with high expectations for every pupil and appropriate levels of challenge and support to enable pupils to each fulfil their potential and actively engage with the subject.*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment*

### Curriculum Statement of Implementation:

The aim within our faculty is to teach an inspiring and broad curriculum that exposes students to a rich cultural bed of literature and language that will allow them to succeed in functional English and as English academics.

The study of English and Drama is diverse and explores many different perspectives, issues, and themes, societal and cultural factors. It is through this study that we are able to meet the needs of our students and ensure that it is a well-considered and thoughtful curriculum. The faculty has a clear vision of 'Rising Tides' and truly believe that work should always be academic and challenging, and the steps to reach these objectives should change, but not the initial aims themselves. It is through this concept that we ensure that all students are set with high expectations, facilitated by experienced and invested practitioners.

KS3 and KS4 are both taught with a clear division between Language and Literature, as National Results are now based on 'Best of Both' it is important that both sets of skills and content are taught to the same level, to allow all students to develop and achieve. Texts chosen to be studied are selected to build up a broad and balanced diet of literary tradition, rather than a cycle of 'GCSE texts'. It is through this deeper understanding that we hope that students will be able to develop a more evaluative and academic approach to English and Drama at GCSE. The Drama curriculum is equally divided between three key components: performance, devising and evaluation and this is taught in KS3-KS4 alongside theory. Within English, there is a strong focus on studying a range of texts, at both KS4 KS3 students will study units on; poetry, Shakespeare, novel (contemporary or pre-19<sup>th</sup>), exploring creative texts and non-fiction. Spoken language is covered throughout the year, with specific unit and skills delivered in Year 10 to support Work's Experience. At KS5 there is opportunity for students to study texts with their own critical perspective in mind. This means students will have to consider and research into various political and moral viewpoints and approach texts from alternative points of view.

The study of Drama and Literature allow there to be wealth of opportunities for students to consider wider social, emotional and cultural issues, alongside the units of work. In particular, there is a strong focus on developing perspectives and considering changes in societal issues and historical factors. English and Drama also allow students the opportunity to explore topical issues through their own writing and performances and to comment and share opinions with others.

The planning across the faculty is led by the associate Heads of English and Lead Practitioners. The LTP are constructed with a broad and balanced curriculum in mind. Within these plans there are knowledge essentials, key criteria, assessment opportunities, key literacy opportunities and objectives, outlined for staff. As part of ongoing development, individual staff members are given a year group to oversee. This means that MTP is completed by one member of staff and quality assured by Faculty Leads. This allows the staff member to have a clear overview of a whole year of study, and consider how the year is constructed as a whole to retrieve key skills, introduce new concepts and develop understanding. STP are completed by individual class teachers, based on the needs of their classes. These are then checked by the teacher in charge of the year group and the Faculty Leader.

Collaborative planning and resources are shared across the Faculty and staff are actively encouraged to adapt and edit resources that are created. These are reviewed as part of ongoing quality assurance such as learning walks and book looks.

### **Curriculum Coverage Drama**

Curriculum and Topics being covered in each year group

	Autumn	Spring	Summer
Year 7	<b>Drama Skills</b> Voice Movement Facial Expression Still image Stimulus Supporting evidence <b>Slapstick</b> Comedy Mime Circus context Devising	<b>Melodrama</b> Stock character Silent movies Props Mime Tragedy  <b>Factory</b> Social reform Creation of Bournville Cadbury Brothers Sustaining character Rehearsal techniques Component 3 related questions	<b>Archie Dobsons' War (play script)</b> Studying a text Performing from a text Dramatic Devices Characterisation. Lighting Blocking Marking the moment Artistic intentions
SMSC Careers guidance British Values Sex Education	British tradition Comedy Overcoming adversity Morals	British Literary Tradition Changing British values Conflict Gender Cultural heritage Leadership Factory reform	War Conflict Being left behind Tragedy Comparing Real life stimulus
Year 8	<b>Women in Black</b> Lighting Costume Horror Creating tension Script work Stimulus based devising.  <b>Commedia Dell'Arte</b> Traditions Lazzi Characteristics comedy	<b>Commedia dell'Arte</b> <b>Greek Theatre</b> Theatre traditions Staging Storytelling Myths and legends	<b>Blood Brothers</b> Context Plot Performing from a script.
SMSC Careers British Values Sex Education	Stage management Actor Literary works	Traditions of theatre Beginnings of theatre Stage management Direction	Single parents Judgments made Conflict Superstition Resolutions Bond between brothers.

Year 9	<b>Physical theatre</b> Boal Berkoff Storytelling Dance Genre <b>Brecht</b> Didactic theatre Placards SPASS Narration Abstract theatre Practitioner	<b>War Horse</b> Staging Lighting/sound Puppetry WW1 Brecht Rehearsal techniques Performance skills Performing from a script.	<b>Our Day Out</b> Performing from a text Context in performance Naturalism Story telling <b>War Horse</b> Staging Lighting/sound Puppetry WW1 Brecht Rehearsal techniques Performance skills Performing from a script.
SMSC Careers British Values Sex Education	Teaching Dance Treating people equally Climate change	War on families Puppetry design Staging Overcoming obstacles	Poverty Conflict Social circumstances Unemployment
Year 10	<b>Devising</b>	<b>Scripted War Horse</b>	<b>War Horse Component 1</b>
SMSC Careers British Values Sex Education	Directing Acting Designing Working together	War	War

### Curriculum – Assessment (Measuring Impact)

#### Data Drop Points

The following statements outline the contributing assessment information sources which, aggregated, provide 'Working At Grade' entries for each child throughout the year.

## Year 7

All progress is based off of both the MMA and EOU for each term.

#### Data Drop point 1:

Data drop will be based on the students gaining a clear understanding of the Drama skills, in the first half term they will complete a 30 mark question based on the Character and Staging questions from Component 3 (40%)

The Data Drop with the completion of Component 1- Supporting evidence and performance only. (40%)

#### Data Drop point 2:

Data drop will be based on component 3- Set text- Section B- Live theatre review. (40%)

#### Data Drop point 3:

Data drop will be based on the completion of MMA and EOU- with the best grade being placed. (20%)

#### Moderation processes:

*Moderation against either CPD EDUQAS training and examples as well as moderation with other schools, or moderation with other school in Birmingham completing EDUQAS GCSE, as well as guidance, exemplar models and marking from EDUQAS.*

## Year 8

#### Data Drop point 1:

Data Drop- Mock component 1- Performance, supporting evidence and Evaluation. (40%)

Data Drop point 2:

Data Drop Component 3- set Text- Section A only (40%)

Data Drop point 3:

Component 2- Performing from a text (from EOY and MMA) and Component 3- Set text section B only. (20% +40%)

Moderation processes:

*Moderation against either CPD EDUQAS training and examples as well as moderation with other schools, or moderation with other school in Birmingham completing EDUQAS GCSE, as well as guidance, exemplar models and marking from EDUQAS.*

## **Year 9**

Data Drop point 1:

The first Data drop prepares them for Component 1- Performance, supporting evidence and evaluation- Mini devising. (40%)

Data Drop point 2:

This Data drop prepares them for Component 3- Set Text- Looking at War Horse- Section A only (40%)

Data Drop point 3:

This Data drop will then come back to Component 3- Set text with them completing another exam- section A only (40%)

Moderation processes:

*Moderation against either CPD EDUQAS training and examples as well as moderation with other schools, or moderation with other school in Birmingham completing EDUQAS GCSE, as well as guidance, exemplar models and marking from EDUQAS.*

## **Year 10**

Data Drop point 1:

Data drop 1 comprises of the completion of the whole of component 1- Performance, Supporting evidence and evaluation. (40%) MMA's before this point focus on the supporting evidence so a best of both will be used.

Data Drop point 2:

Data drop 2 is the best of the MMA and EOU based on the component 2- Performing from a script (20%)

Data Drop point 3:

This final data drop will be the EOY exam which comprise of component 3- Set text but only Section A about the set text. (40%)

Moderation:

*Moderation against either CPD EDUQAS training and examples as well as moderation with other schools, or moderation with other school in Birmingham completing EDUQAS GCSE, as well as guidance, exemplar models and marking from EDUQAS.*  
*Moderation within faculty time.*