

Drama is often associated with ‘play’, especially play that involves pretending to be someone else. This act of ‘play’ is an important element of children’s learning. Drama is playful in that it draws on and develops young people’s aptitude for learning about themselves and the world around them by pretending to be other people in other situations. Drama is a powerful learning tool for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative way. Drama is associated with artistic practices and has significance in a diversity of cultural contexts. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, commitment, communication, and critical thinking. These skills aid the future platform for success in the future world. At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress during performance work. The three main areas of assessment in Drama are creating, performing, and evaluating. Each topic allows students the time to develop key knowledge and skills to develop these three areas. Students learn a variety of different Drama skills to enable them to produce engaging performances that explore the world around them. Creating, performing, and evaluating are all routinely assessed at the end of each topic. Students produce a performance and evaluate the work of their peers. There will be a strength, Action, Response task for each half term that will focus on implementation of practical skills.

Term	Autumn	Spring	Summer
Topic -Year 8	Silent Movie/Comedy	Noughts and Crosses/Script	Devising Drama/Exam
Enquiry question	How can we use mime and comedy to present a performance? What are the platforms of Comedy?	How do we create and deliver a script? How do we apply drama strategies to a script? To build tension.	How do we devise drama to create a message to an audience? What techniques can we use to create a response to a stimulus? How do we create a basic script to aid this process?
Key disciplinary knowledge:	Key Conventions of Silent Film Genre: Situation Comedy/Slap stick, exaggerated stereotypical characterisation, Captions, physical attributes, emotional state, status, mime, mimicking to aid comedy.	Key Convention of a script: Staging, stage directions, characterisation, structure, ensemble, mood, and atmosphere and applying drama strategies to enhance meaning and purpose.	Key conventions of devising drama: Application of drama skills, in terms of performance. Pupils will expand on techniques used to aid the devising process and start to consider a more abstract approach.

Subject Competence	Able to exaggerate physical attributes, when performing a stereotypical character. Able to create a comical atmosphere using mimicking using comedy rules.	Application of script conventions. Performing emotionally realistic characters and apply key drama strategies to enhance the intent of the script.	Confidently identify effective use of performance skills, strategies learnt to create a fully rounded performance with a clear artistic intention.
Summative assessment	Chase scene will act as a baseline for creating and performing. A second performance will measure any improvements made in terms of performing.	Mid-Year assessment -Focus on year 7 and 8 knowledge to date. Performance assessment -applying the script.	End of Year assessment -Focus on all year 7 and 8 knowledge. End of Year performance exam -based on Devising Drama. Focus on techniques learnt to date.
How does this prepare students for future study?	Students start to develop an understanding of how performance skills are used for different styles of theatre.	Students will expand their knowledge of key terminology and how to apply this to a script. This will prepare pupils for future script work in year 9.	Students develop knowledge on how to create and effective piece of drama. Pupils will now start to implement a style of theatre and a wider range of strategies in preparation for year 9.