



Curriculum Statement

Drama Department Ranelagh School

Revised July 2026

Curriculum Statement

Drama is the most immediate way in which a human being can share with another the sense of what it is to be a human being. It is an awakening of understanding in which we not only reflect reality, but shape it. Theatre is a verb before it is a noun, an act before it is a place which universally questions, empowers and unites human kind.

Though we are many, we are one body.

Eucharistic Prayer, Common Worship

Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of our community.

How Drama is an expression of the school's theologically rooted Christian vision:

- . Drama is studied by all students at key stage 3, recognising its priority in the curriculum as a stand-alone subject and providing an ambitious curriculum for all who are part of 'one body.'
- . Drama considers the many diverse forms of theatre as it explores theatre from around the world, considering a variety of cultures and worldviews, and enabling students to become more empathetic to others.
- . Drama contemplates a variety of historical, political, social and cultural contexts through the study of character, texts and themes, reflecting on how we can live authentically and compassionately as diverse parts of one body.
- . Drama enables students to develop their own beliefs and understanding of the world, enabling them to become more self-aware and to feel valued and welcomed as members of the school community.

Core Values

The Drama Department at Ranelagh School aims to provide all pupils with a drama education that encompasses the core disciplines of creating, performing, and responding to drama, whilst being embedded in our shared vision and the core values of the Ranelagh School Learner Profile:

- **Confidence** - Students are able to use their knowledge of drama to contribute to group and class discussions. They share opinions confidently about drama and theatre, using tier three language to inform evaluation and analysis. Students confidently apply performance skills to present and perform work. For example, in year 8, students are able to collaborate, create and perform commedia dell'arte characters and scenarios confidently and then evaluate their contribution.
- **Resilience** - Students are able to keep learning even when they find work difficult. They show flexibility and stamina and are open to targets to improve. When they need to work for long periods on challenging problems they persevere, both in terms of performance, understanding and quality of their written work. Students understand that Drama is a discipline and something that needs to be practiced to improve. For example, in year 10 when devising work students persevere with creating original group work.
- **Creativity** – Students are given the opportunities to be inspired by existing stories or work, create their own work using stimuli and develop their understanding of different styles. Drama enriches their imaginative development and allows them to create new meanings. For example, in year 7 students are required to use their imagination to produce mime and physical theatre work by imagining props and set.
- **Empathy** – Students are able to recognise and respond to the emotional or mental state of others. They perform as characters which enables their inhibitions to be absent as they play someone different to them. This is seen in year 8 through Forum Theatre where the audience moves from spectator to 'spect-actor'. The point is to try and fix the scenario for the better. This moves beyond recognizing emotions and encourages students to respond to the emotions and thoughts of others, in particular with the victims in the scenarios.
- **Curiosity** - Students are inquisitive and have a genuine interest to learn more about drama. They are 'spect-actors' contributing to their own and others work through questioning themselves, each other, their community and the world around them. For example, in Year 12, students use social, cultural, political and historical information to inform the creation of their devised work often raising questions and never answers through their work.

- **Independence** - Students self-regulate their learning. They are able to work independently in practical and written tasks. They respond to feedback in order to improve their learning and organise themselves to ensure they are prepared to achieve their best work. They have self-belief, can access resources and know how to learn successfully beyond Ranelagh. For example, during the design unit in Year 9, students work independently on a design element and research, prepare and present their chosen designs.

Aims of the National Curriculum for Drama

Drama is a statutory part of English in the National Curriculum for England (2013). The Spoken Language section reads as follows:

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Intention of the Ranelagh Drama Curriculum

The intention of the Ranelagh Drama Curriculum is that all students receive a Drama education that:

- Students will enjoy learning about Drama and develop an understanding of its knowledge base and skills;
- Students will make strong progress in drama, developing skills, techniques and gaining a greater understanding and appreciation for drama and theatre from their starting point at the start of each year;
- Students will learn a wide range of transferable skills including teamwork, leadership, creativity and resilience;
- Students will appreciate different forms, genres and styles of Drama from a variety of cultures and traditions;
- Students will achieve the highest level of success commensurate with their aspirations;
- Students will become actively involved in their own learning and be able to work well independently and collaboratively, thinking analytically and evaluating effectively;
- Students will develop an increased awareness of the relevance and significance of Drama for life – for the individual, and for the local, national and international communities;
- Students will develop informed opinions, supported by reasonable arguments and free from prejudicial intolerance;
- Student will explore relevant social and cultural context, through scripted and devised components, interpreting the world around them with an intended effect.
- Students will be given the opportunity to take part in extracurricular drama and exposure to professional performances.

The Drama Department use the following assessment objectives to inform and focus the curriculum for all drama students across the key stages.

All assessments fall within the following assessment objective:

AO1 – Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice.

AO2 – Apply theatrical skills to realise artistic intentions in live performance and design work.

AO3 – Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4 – Analyse and evaluate their own work and the work of others

Implementation of the Ranelagh Drama Curriculum

Drama is taught in mixed ability groups in all year groups. The classes are taught by two specialist Drama teachers, in one specialised Studio with lighting and sound equipment and one large classroom space. Year 7-9 students have two hours a fortnight of Drama, with GCSE and A Level being option choices.

The implementation of the Ranelagh Drama Curriculum is:

- Clear routines and expectations are in place, presentation of work, DIRT, pair/group work etc.
- Being taught tier three language and creating glossaries to support oracy and written work, with some rote learning at KS4 and KS5 to revise key concepts.
- Evaluating and analysing their own, others and professionals creating, performing and written work.

- Developing creative, presentational, performing and responding skills.
- Discovering aspects of the history of drama, building an awareness of the historical styles of drama and how they have shaped modern performance.
- Developing literacy and oral skills:
 - o Reading is implemented using scripts and written stimuli.
 - o Written tasks support practical learning and students write in a broad range of creative tasks from poetry to script writing and monologues. Evaluative writing features in every unit.
 - o Oracy forms a large part of the curriculum with students sharing their opinions and evaluating their own and others work. Many starters are oracy focused, posing thought provoking questions and encouraging students to learn to talk and to learn through talk.
 - o There is a strong focus on tier 2 and tier 3 language being used in oral and written work.
- Exploration of play texts and a variety of stimuli to develop understanding of the world around them and theatre as a whole.
- Homework set to consolidate and extend knowledge and skills and often shared with the class to inform next steps.
- Students understanding the place of each lesson within sequences of lessons and being able to draw on prior attainment to enrich and expand current learning.
- Using and evaluating performance and design skills in their own, peers and professional live work.
- Students using mark schemes and exemplar work to understand how to create and improve written and performance work.
- Students using questions in group tasks and whole class discussion to consolidate learning and develop higher level thinking.

Impact of the Ranelagh Drama Curriculum

Through the study of drama, students have developed detailed knowledge and broadened their skillset in all aspects to Drama. Students should be able to devise, perform and analyse Drama and Theatre as an art form. A holistic engagement with drama will have informed their development as creative and artistic individuals, and broaden their aesthetic, social and cultural experience. The Drama department strives to prepare students for the next stage of their education and aspire for them to continue their interest and skills set learnt in Drama.

- Drama is measured using the following methods:
- Images and film clips of the young person's practical learning which is then shared as exemplar work.
- Quality of practical performance outcome.
- Books, portfolios and coursework of evidence of progress and understanding.
- Student evaluations / Peer assessment.
- Uptake of extracurricular activities- numbers of students involved in productions ·
- Behaviour of students during performances (listening and being respectful)
- Outcomes at KS4 and KS5 qualifications.

Drama has an impact across the whole school, students can be involved in the annual whole school production, performing art events and festivals. It has also complemented the Mock Trial competition and supports all subjects where presentations and speaking in role are required.

Key Stage 3 Curriculum Long Term Plan

	Autumn Term		Spring Term		Summer Term	
Year 7	Theatre and character Exploring performance skills through the style of Melodrama.	Theatre and its team – From Page to Stage Exploring the role and responsibilities of people in the theatre and developing an understanding of design, alongside performance and creation of the script <i>The 39 Steps</i> .	Theatre and conventions Exploring a variety of conventions alongside the script <i>Grimm Tales</i> .	Theatre and comedy Exploring Commedia dell'arte, clowning and buffooning.	Theatre and style Exploring a variety of styles and theatre companies such as mask and mime with Vamos, physical theatre and Frantic Assembly.	Theatre and its creators Devising original work using everything learnt in the principle of performer and designer
Assessment	Theatre and its team design		Theatre and its team performance		Theatre and its creators creating and performing	
Year 8	Theatre around the World Exploring how theatre has evolved from Greek to Shakespeare to Kathakali to Musical Theatre.	Theatre with purpose Explore the playscript of Refugee Boy by Lemn Sissay.	Theatre and the playwright Examining writing conventions and techniques in the creation of short duologue scripts.	Theatre on TV Exploring the conventions of soap opera. Examining and creating real life characters in dramatized stories.	Theatre and Tension Examining Lecoq's levels of tension whilst exploring and writing original extracts.	Theatre and the Audience Exploring how to effectively critique a production of <i>Hex</i> .
Assessment	Theatre around the World performance		Theatre on TV performance		Theatre and Tension creating and performing	
Year 9	Theatre and the body Investigating non-verbal styles. Exploring companies such as DV8 and Frantic Assembly.	Theatre and rehearsing Exploring different ways to rehearse playscripts alongside the text <i>Two</i> .	Theatre and education Exploration of theatre practitioners who have a political intention in creating devised work to educate.		From Page to Stage Examining the script <i>The 100</i> in relation to the role of designer and technician: lighting, sound, set, costume (make-up).	Theatre and the Audience Exploring how to effectively critique a production of <i>One Man Two Guvnors/Hamilton</i> .
Assessment	Theatre and the body performance		Theatre and education creating and performing		From Page to Stage design	

Sequencing of the Ranelagh KS3 Drama Curriculum

1. The curriculum is structured in a sequential manner, so that key skills are taught in a logical order, allowing clear progression through the key stages.
1. Students will receive the essential knowledge and skills in the key areas of creating, performing, and responding from the point of view of a director, performer, designer, and critic.
2. The curriculum model focuses on the key skills of drama and how theatre has been established and developed through history, showing the links and justification for how and why theatre is developed and performed.
3. Pupils will be immersed in many different styles of theatre whilst learning the key skills; a broad understanding of the wider theatrical world is critical for a drama student.
4. Year 7 is structured so that students learn and then practice core skills. In the Autumn term students explore vocal, physical and spatial skills in the creation of character. From this they then develop an understanding of how plays are structured as they focus on all the roles from designer to stage manager to performer alongside a script and create, perform and respond to short performed/designed extracts to structure a play. In the Spring term 1 students develop their understanding of the key skills further but develop them alongside different theatre styles, exploring practitioners and companies. This year of study and choice of topics are used as a springboard to teach creating, performing and responding skills.
5. Year 8 is structured so that students explore theatre history and are able to recognise how different conventions were introduced and used in theatre. As the year progresses, student make links with the different forms of theatre and apply their learning from Year 7 into the different styles and genres of the theatre.
6. Year 9 is structured so that students explore specific theatre practitioners, and styles, further developing and refining their practical skills in relation to exploring and creating drama with a specific intention. Summer term 2 has a focus on evaluating and analysing Live Theatre, with students watching a production and learning how to evaluate and analyse other theatre makers. This allows all students to access a production whilst also learning how to structure a written evaluation. This is completed at this time in the calendar as examinations in other year groups impacts on the practical teaching space available and so these lessons can be taught in a classroom.

Ranelagh School Drama Department - Key Stage 3 Assessment Flightpath

Mark	Contribution to the effectiveness of the work	Range of theatrical skills	Level of theatrical skills	Inventiveness of individual's work	Responding to the work
4	Outstanding contribution to the creation and effectiveness of the work.	Extensive range of theatrical skills demonstrated.	Highly competent, highly developed and sustained use of theatrical skill.	Highly inventive work throughout.	Highly successful response to the work.
3	Considerable contribution to the creation and effectiveness of the work.	Wide range of theatrical skills demonstrated.	Developed, secure and consistent use of theatrical skill.	Work has many inventive qualities or moments.	Secure success in responding to the work.
2	Some meaningful contributions to the creation and effectiveness of the work.	Fair range of theatrical skills demonstrated.	Some developing competency in use of theatrical skill not always sustained.	Some useful inventive ideas.	Some success in responding to the work.
1	Little contribution to the creation and effectiveness of the work.	Narrow range of theatrical skills demonstrated.	Little competency and little consistency in use of theatrical skills.	Little inventiveness.	Little success in responding to the work.
0	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

Key Stage 4 Curriculum Plan

Year 10 AQA Teacher 1	<u>Practitioners</u> Exploration of theatre practitioners and devising methodologies/design work through practical workshops: Berkoff, Brecht, DV8, Frantic Assembly, Katie Mitchell, The Paper Birds.		<u>Comp 2 - Devising</u> Stimulus: Historical event, prose, photograph, poem, sculpture, song.		<u>Devising exam and log</u> Internal examination, externally moderated.	<u>Comp.3</u> Strategies, rehearsal techniques, skills development. Exploration of texts.
Assessment	AO1, AO2, AO3		AO1, AO2, AO4			AO2
Year 10 AQA Teacher 2	<u>Comp. 1 Section A</u> Technical terminology for design and stage craft	<u>Comp. 1 Section C</u> Genres/Styles Watch live theatre and evaluate for mock.	<u>Comp. 1 Section B</u> Study of set text – Things I Know to be True/Blood Brothers/Noughts and Crosses.	<u>Comp. 1 All Sections</u> Revisit and plan for mock.	<u>Comp. 1 Section A</u> Technical terminology for design and stage craft	
Assessment	AO3, AO4					
Year 11 Teacher 1	<u>Continue Comp.3</u> Choose extracts. Rehearsal		<u>Comp.3</u> Exam (TBC)	<u>Comp.1</u> Revision and practise papers.		Study Leave
Year 11 Teacher 2	<u>Comp.1</u> Section A & B revision.	<u>Comp.1</u> Section C revision Mock		Final written exam		
Assessment	AO2, AO3, AO4					

Sequencing of the Ranelagh KS4 Drama Curriculum

- The curriculum is structured in response to the demands of the AQA GCSE Drama specification.
- The curriculum model allows students to access both practical and theoretical Drama throughout the whole course as students have two teachers.
- The exams and non-exam assessment will measure how students have achieved the following assessment objectives:
 - AO2: Create and develop ideas to communicate meaning for theatrical performance.
 - AO2: Apply theatrical skills to realise artistic intentions in live performance.
 - AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
 - AO4: Analyse and evaluate their own work and the work of others.
- Component 1, Understanding Drama (Written exam 40% is divided into the following assessment criteria:
 - Section A: Theatre Roles and Terminology AO3 (4 marks)
 - Section B: Study of Set Play AO3 (44 marks)
 - Section C: Live Theatre Production AO3/AO4(32 marks)
- Component 2, Devising Drama (40%) is divided into the following assessment criteria:

- Devising log Section 1: Response to stimulus AO1 (20 marks)
 - Devising log Section 2: Development and collaboration AO1 (20 marks)
 - Devising log Section 3: Analysis and evaluation AO4 (20 marks)
 - Devised performance AO2 (20 marks).
6. Component 3, Texts in Practice (20%) is two performances from one extract AO2 (40 marks).

Key Stage 5 Curriculum Plan

Year 12 Teacher 1	<u>Comp. 1</u> Exploration of Practitioners	<u>Comp. 3</u> Section B Script: Accidental Death		<u>Comp. 1</u> Devising Performance Exam	<u>Comp. 3</u> Section B Script: Accidental Death	<u>Comp. 3</u> Section A: Live Theatre
Year 12 Teacher 2	<u>Comp. 3</u> Section C Script: Woyzeck	<u>Comp. 1</u> Portfolios: Devising			<u>Comp. 3</u> Section C Script: Woyzeck	
Assessment	AO1, AO2, AO3				AO1, AO2, AO3, AO4	
Year 13 Teacher1	<u>Comp. 3</u> Section A: Live Theatre	<u>Comp. 2</u> Mono/Duologues and Group	<u>Comp. 2</u> Mono/Duologues and Group	<u>Comp. 2</u> Scripted Exam	<u>Comp. 3</u> Exam Prep – Accidental Death/Woyzeck/Live Theatre	Study Leave
Year 13 Teacher 2	<u>Comp. 2</u> Mono/Duologues and Group	<u>Comp. 3</u> Section C Script: Woyzeck				
Assessment	AO2, AO4	AO2, AO3	AO2		AO1, AO2, AO3	

Sequencing of the Ranelagh KS5 Drama Curriculum

1. The curriculum is structured in response to the demands of the Edexcel GCE Drama and Theatre specification.
2. The curriculum model allows students to access both practical and theoretical Drama throughout the whole course as students have two teachers.
3. The exams and non-exam assessment will measure how students have achieved the following assessment objectives:
 - AO2: Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice
 - AO2: Apply theatrical skills to realise artistic intentions in live performance
 - AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed
 - AO4: Analyse and evaluate their own work and the work of others
4. Component 1, Devising (groups performance and individual written coursework)
5. Component 2, Text in Performance (monologue/duologue and group performance/design)
6. Component 3, Theatre Makers in Practice (written examination).