

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: Drama

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

- A positive attitude towards Drama
- Competence and confidence in all skills (Speaking & listening, reading and writing)
- An ability of independence, appreciation, concentration, cooperation, confidence, creativity, communication and critical thinking.
- An ability to use English across the curriculum and in real life.
- To achieve a Drama qualification

Assessments including baselines

Teacher assessment (monthly)

New pupil questionnaire (baseline)

Provision for SEND and GT

Children to foster self-expression and confidence-building

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths

<u>Intent</u> (Curriculum design, coverage and appropriateness)	<u>Implementation</u> (Curriculum delivery , teaching and Assessment)	<u>Impact</u> (Attainment and progress, reading, destinations)
<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Topics covered will interlink with the requirements of Drama National Curriculum. • Planning will be completed collectively as a cluster of classes but then differentiated appropriate to age/ability/SEN needs of each class. • All Topics in the 3 skill areas of Speaking& Listening, Reading and Writing to be covered • Cross Curriculum links identifies in planning • Plan lessons around enquiry questions and learning rather than learning objectives e.g. "How do we use expression language in drama?" • The curriculum is focused on knowledge that takes pupil beyond their everyday experience 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Cross curricular link fully utilized especially SMSC/PHSE/Speaking & Listening Reading and Writing • Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate • Memorable learning experience used to enhance learning experience and different learning styles. 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion • Arts Award
<p style="text-align: center;"><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • All Key stage 1 and 2 pupils set targets of 1 years progress 	<p style="text-align: center;"><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> • Use of drama techniques to have access to an exciting curriculum 	<p style="text-align: center;"><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> • Teacher to complete half termly • Skills tracker
<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • All Key stage 3 pupils set targets of 1 years progress 	<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • Use of Drama techniques so that all have access to oversee curriculum delivery and provide support and training to non-specialist teachers. 	<p style="text-align: center;"><u>July 2019</u></p> <ul style="list-style-type: none"> • Teacher to complete half termly • Skills tracker
<p style="text-align: center;"><u>Key Stage 4 and 5</u> All</p> <ul style="list-style-type: none"> • All year 11 pupils to complete an external qualification in Drama. (Bronze, silver and Gold) 	<p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> • Use of Drama interventions such as projects based on pupils interests, support, additional lessons, bespoke resources, method of working. 	<p style="text-align: center;"><u>Key stage 4 and 5</u> <u>July 2019</u></p> <ul style="list-style-type: none"> • 100% of all year 11 pupils completed an external qualification in Arts Award (bronze silver and gold)

	<ul style="list-style-type: none">• Use of specialist Drama teacher to oversee curriculum delivery and provide support and training to non- specialist teachers.	
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