

Key Stage 4 Drama Curriculum Statement



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), Years 10 and 11 drama students, study the AQA GCSE in Drama. This course consists of 3 assessed components: Understanding Drama – a written exam based on the study of a play and evaluation of live theatre; Devising Drama – a practical assessment where students devise their own work, perform and evaluate; and Texts in Practice – a performance of 2 extracts from a chosen play. The course offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in GCSE Drama to the level and pace specific to each learner. For all areas of the GCSE Drama curriculum, we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- Students will enjoy learning about Drama and develop an understanding of its knowledge base and skills.
- 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 become actively involved in their own learning and be able to work well independently and collaboratively, thinking analytically and evaluating effectively.
- Student will explore relevant social and cultural context, through scripted and devised components, interpreting the world around them with an intended effect.

Implementation

- With the use of set texts, learn to interpret and develop ideas suggested within the play.
- Learn to explore the texts for aspects beyond the initial story, such as nuances of language.
- Learn to use scripts to aid in the creation of more complex drama and characters.
- Study the work of various theatre practitioners from around the world to understand different styles and methods.

- Learn about the history of theatre to understand how it has progressed over time and different locations, according to the evolving nature of the arts, changing cultural backdrops, and the status quo which influences and is influenced by the arts.
- Learn how to work with others in a group to accomplish a shared goal.

Impact

- Students understand how culture and the arts have a reciprocal relationship, how one portrays, reflects or comments the other.
- Students understand how authors use the dramatic conventions of theatre to comment on society, to criticise and inspire change.
- Students understand the meaning of empathy and have developed a heightened sense of empathy through looking at different societies, different parts of society and different types of characters who deal with situations in their own individual ways.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

Pupils with Special Educational Needs

CCHS is an inclusive school. We aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In GCSE Drama, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).