



Curriculum Update 2020-21

Drama Department

On returning to school in September 2020, we embarked on a full Gap Analysis for all year groups to ascertain the breadth and depth of gaps resulting from the National Lockdown in the previous academic year.

We spent the first two to three weeks of the academic year assessing checking knowledge, skills and understanding for our subject. These skills and knowledge would be essential for future learning.

Gap Analysis

	Gaps identified	Recovery plan from October 2020
Year 7	Many pupils have a limited knowledge of basic dramatic devices (i.e. still images & narration). Many pupils have limited or no experience in working from a script (inability to navigate script text effectively, i.e. cannot identify key components of a script; unable to differentiate between stage directions and character dialogue; pupils frequently read the name of the character before their line, etc). LA pupils are challenged by devising work (i.e. developing ideas for devising & beginning devised practical work).	Exploration of dramatic devices to be included in each practical lesson. This will also support students' ability to begin devised drama work effectively. Focus on gap filling at the start of scripted drama topics (i.e. Pantomime).
Year 8	Responding to a stimulus (devised work). Techniques for working as an ensemble (i.e. chorus work; group choreography).	October – December: Frequent opportunities enabled to develop and challenge responses to a range of stimuli, and to engage in devised work.
Year 9	Knowledge of theatrical design elements (namely lighting design). Distinguishing between the styles of practitioners (Stanislavski and Brecht). Responding to a stimulus in devised work.	October – December: Frequent opportunities enabled to develop and challenge responses to a range of stimuli, and to engage in devised work.

From October until December 2020, we taught an adapted curriculum so that we could fill the gaps identified in the full gap analysis. The recovery plans that were put in place for short-term, medium-term and long-term planning, starting with the most urgent gaps in short term planning. The plans put in place aimed to

January 2020

From January 2020, the school is again closed to most children as a result of another National Lockdown. Although we are delivering all lessons live to children at home via the remote learning systems, we have made the following adaptations to planned curriculum to ensure that the lessons are translatable for those at home.

	Adaptations to taught curriculum	Rationale
Year 7	January – February topic changed: Pantomime > <i>Ernie's Incredible Illucinations</i>	<p><i>Ernie's Incredible Illucinations (EII)</i> topic is more suited to remote & independent learning than the Pantomime topic (pupils will benefit more from the Panto topic when able to work in groups).</p> <p><i>EII</i> topic allows opportunity to fill identified gaps in KS2 curriculum learning as pupils will acquire knowledge of how to work from a script. The vocabulary in <i>EII</i> will challenge pupils more than that used in pantomime scripts, allowing more opportunities to improve KS2 skilled word reading and decoding of unfamiliar words, to support their English curriculum learning.</p>
Year 8	January – February topic changed: Horror genre > Greek Theatre	<p>Horror genre deemed unsuitable for remote learners to safeguard their mental health.</p> <p>Greek theatre topic lends itself to independent learning opportunities (i.e. monologues; mask making). Pupils can explore techniques for working as an ensemble (i.e. chorus work) through analysis of images and live performance to begin to fill gaps in their knowledge. Further exploration of this will be necessary when practical work is possible.</p>

Year 9	<p>Scripted Drama/Verbatim Theatre topic changed to focus on theatrical design elements.</p>	<p>Focus changed from text analysis and ensemble role-play to theatrical design as:</p> <ul style="list-style-type: none"> - practical group work is not possible under the current circumstances - exploration of theatrical design will be more engaging for Y9 remote learners - gaps in knowledge of theatrical design need to be addressed. <p>The script topic is sensitive in nature; a focus on theatrical design will allow for the curriculum map to be adhered to, whilst reducing the focus of negative themes in the topic to limit negative implications on pupil's mental health during lockdown.</p>
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