



Wimbledon College Curriculum Intent

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

Drama is taught as an academic subject in which pupils learn to place emotion, plot and character within social, historical and cultural contexts. The intent is that they will use a mix of theoretical and skill based learning, and that the drama lessons will provide a practical forum for debate and discovery, a discussion of issues, reflection on ideas and ideals and sharing and solving problems. There is also an intent that Drama lessons will provide vital opportunities for a community by enabling its members to entertain and delight one another in performance and celebrate and value their achievements as part of a team.

The intents are to ensure progress is made with performance skills (voice, movement and interaction); to provide opportunities for pupils to be ambitious about the contributions that they can make through imagination and research; to teach pupils how to build a narrative; to ensure that pupils are able to evaluate and analyse their own work and others' work; and to make pupils aware of the performing arts industry and careers within the industry.

The intent behind the curriculum design is to study a wide and diverse range of drama texts, styles and forms in a thematic way in KS3, with broad areas of storytelling; design skills; theatre history; theatre forms and Shakespeare. This develops into KS4 (GCSE) and KS5 (Cambridge Technicals) where the curriculum design centres around devising and performance ability; study and analysis of texts; and evaluation of performance; with additional knowledge about the industry and working conditions at KS5. The intent is to study these areas to a high standard and in depth at all Key Stages.

The rationale behind the sequencing of the lessons in each project is to lead the pupils through the process of creating a piece of drama from the beginning to the end (performance) and then be able to evaluate the process and the finished product.

As a subject in the school curriculum, the intent is to support the development of the individual (cura personalis) with the aim that pupils will contribute to the work using their strengths and talents in unexpected ways, the teamwork of the subject both allows them to progress at their own rate and also to feel challenged to progress further than they might have felt that they could. To support a broad curriculum with plenty of extra-curricular opportunities, the Drama curriculum offers partnership between what is taught in the classroom and what is available in extra-curricular, and a balance of practical activity and theory, and also between the very hard work that is rehearsal, the challenge which is performance and the social interaction and fun that is creating something with other people.



The Drama curriculum also aims to foster leadership understanding and the co-ordination and responsibility of working in a team. The aim is to inform and form pupils who can reflect on human interaction and decision-making, and introduce them to a philosophical study of the psychology of humans to provide a life-long learning experience.

A final intent is for the Drama curriculum to support and link to other areas of the broader College Curriculum, as it strongly intersects with English, History, RE, PSHE, other Arts subjects, sociology, psychology, elements of Business, and elements of PE and Sport. The aim is to strengthen skills for other subjects, and be strengthened by interaction with the other disciplines; particularly in areas of literacy, communication, expression of ideas, analysis, evaluation, the study of themes and metaphorical thinking; use of the body and repetition of practical exercises; historical contextualisation.

Implementation

To implement the intents, the learning is sequenced to build progression in using devising, performance and evaluation skills during projects with similar themes but an increasing sophistication of content. In every Key Stage, the acquisition and development of skills is set inside a project which also focuses on a particular area of drama so that in addition to practising core skills, the pupils are learning about drama history, time periods, different cultures and drama styles. The KS3 curriculum needs to be arranged so that the lessons have impact during the rotation but are created in such a way that the learning continues and is embedded during the periods of time when the pupils are not studying drama. This is why we have a cyclical learning structure built into the curriculum so that the previous projects are referred to and utilised. This also aids with knowledge and skill retention.

To ensure progress happens and to make sure that it is highly accessible to pupils with SEND, an emphasis is placed on pupil activity (a task is set up and as they create work, whole class or small group teaching is then built in). The emphasis on pupils generating work means that they are engaged, purposeful and interacting with the learning process. It also allows chances to watch and monitor the way that pupils work. There are planned opportunities to work alongside pupils, demonstrating and taking part with them in their work to see how modelling can help a pupil to show their ability, knowledge or understanding. During the development lessons in a project, observation, modelling or demonstration, videoing (KS4 and 5) is used, with progress checking and feedback built in. Where there is direct factual or conceptual content to be taught, it is introduced through practical tasks and commentary by the teacher and then reinforced with comprehension quizzes or short exercises for homework. This allows the teachers to check on comprehension, misconceptions and gaps in learning.

Teacher and peer feedback is widely encouraged in order to create an experience-reflection process which helps pupils understand what progress they are making. This is mostly verbal and collaborative feedback made as the work is devised or presented, and different methods are used with classes, such as collaborative criteria tables, focused observation areas, quick notes etc.

The applied learning approach is very effective for all pupils, including those with additional needs, and is also the best way to teach a practical subject and foster routes into the arts industry. For pupils with SEND, to ensure that the curriculum is accessible, the methods of teaching place common needs first - usually communication needs - and this will include multiple ways to access work (reading sheets checked for reading age, oral and aural methods, symbols and sign language, scribing), and for social and emotional needs, there is a focus on grouping, teaching peer interaction and resolution methods, ways to be assertive, to listen and to use body language to indicate positive response. Progress for those with physical disabilities, including profound physical



disability, is planned for with the person themselves, their assistant, and is particular to their physical need, but always with a focus on adaptability and flexibility of the material that is being taught.

Assessment is an important part of the implementation of the intent. Formative assessment is the primary tool for checking progress, providing feedback in order to give targets for improving work, and adapting teaching to address issues. This is carried out via classroom demonstrations by the pupils as they work, and on google classroom using a wide range of assessment tools and tasks in order to give pupils the best chance to express their knowledge and understanding. Summative assessment (performances and extended writing evaluations) is useful for future planning, addressing areas of misconception or difficulty, and also for measuring the impact of our implementation (see next section).

To implement the intent of teaching to a high standard and excellence, the range of styles and materials studied is reflective of the teachers' subject knowledge, ability and experience, which is enhanced by continuing development; the use of social media groups which are run by exam board advisors; subject websites and related applications and publications; visits to the theatre and workshops; consultation with university departments like Roehampton, St. Mary's etc particularly in relationship to the PGCE course; examiners reports and other educational professional publications; professional development courses. Both teachers in the department collaborate frequently with professionals in various areas of the industry; working with directors, actors, backstage or front of house staff or companies to keep up to date and participate in projects.

To support the intent to support a broad curriculum with extra-curricular, there are a number of different Drama clubs for different age groups. There are several different performance opportunities and there are showcase events that present work from the classroom to audiences. There are ways for pupils to join with other schools and create performance in a mixture of classroom and external rehearsals. This implements the intent to make a connection between the very hard work that is rehearsal, the challenge which is performance and the social interaction and fun that is creating something with other people. One intent focuses on fostering leadership and responsibility in line with the College Curriculum intent; this is implemented by the style in which the lessons are planned and taught. Every pupil is given responsibility to work as part of a team, the teaching includes a focus on assertive and confident idea sharing; listening and praising; and resolving conflict or finding compromise.

Supporting and linking to other areas of the broader College curriculum is implemented through joint projects with other Arts subjects, and through matching skills with English in order to use a common language. The common marking policy for deep marking is used by Drama for extended writing. Staff from other subjects are consulted about how to teach skills for example, choreography and physical use of the body; or vocal and singing skills; or puppet making skills. Staff are also invited to make recommendations about reading material/video etc that will assist with topics studied for the process of devising for example a piece of art that will work as a stimulus. Other subject areas make use of the skills areas developed in drama and implement these in planning debating, role-play, presentation giving, poetry recital etc. Advice is given by the department on many performance areas and also group working.

Impact

The impact of the implementation of sequencing lessons to build progression is that teachers can really see what to emphasise and focus on.

The impact of the cyclical learning structure is measured by observing the confidence and skill level of the pupils; and by questioning in lessons, and checking for independent use of skills.



The impact of using an applied or practical approach is tested through a variety of assessment types, to check on transferability of knowledge and skills. The impact of working alongside pupils is measured by regular viewing of their work and noting their improvements or videoing for evidence. The impact of formative and summative assessment is a clear development of skills and knowledge, measured by criterion referenced assessment. These are recorded in SIMS and on Google Classroom.

The impact of teacher expertise, training and therefore lesson and materials preparation is measured through moderator and examiner reports, exam data, and references of recommendation by external agencies/people who have worked with the department in various roles, for example being recommended as a training department for PGCE students, being recommended to take part in external projects, having work used as exemplar by exam boards.

The impact of implementing teaching styles which supports the development of the individual (cura personalis) is measured through looking at the diversity of the pupils who take the subject as an option. The diversity of needs, backgrounds and contexts should be wide-ranging, and reflect the accessibility and inclusivity of the subject, and reveal the confidence in success. It is also measured in the take-up of the subject beyond school.

The impact of the implementation of extra-curricular can be measured by looking at the take up of the offers, and the way that pupils can be observed transferring information and skills between lessons and club sessions.

The impact of fostering leadership roles and responsibility for making a positive difference can be measured by looking at the number of pupils who study Drama as an option or take part in it for extra curricular become prefects, or initiate projects that are caring or justice based

The impact of implementing structural sharing of Drama skills and knowledge is measured by witnessing Drama skills written into planning documents; or through celebratory works such as the College Magazine or letters home.

The impact of bringing in expertise from other subjects is observed in improved skill levels in the pupils and through feedback.