

What does Drama look like in each of the pathways?

Engage	Discovery	Develop	Deepen
Students will engage with drama development and learning through multi-sensory means. Students will be demonstrating their engagement through exploration, realisation, anticipation, persistence and initiation of activities.	Students will be discovering knowledge about drama through two distinct topics per year. They will start to use some dramatic techniques to communicate their knowledge and understanding. Students will take part in focused drama activities and opportunities for dramatic development will be provided through explicit drama lessons with opportunities to independently explore drama during the Summer term. Literacy Summer topics will be explored and developed through drama.	Students will develop their knowledge and understanding of dramatic skills around them through two distinct topics per year (Summer term) to further explore Literacy Summer term topics. Students will develop their dramatic skills through explicit drama lessons.	Students will deepen their knowledge and understand of key dramatic skills and concepts. Students will develop their drama skills through explicit drama lessons (Summer Term) to further explore Literacy Summer Term topics.

What does Drama look like in each of the pathways, for each of our drivers?

	ENGAGE	DISCOVERY	DEVELOP	DEEPEN
COMMUNICATION	Students will communicate using speech, ACC, gestures, signs and symbols to show their involvement in activities and express their level of enjoyment of drama. This may include immersive play, role play and experiencing dramatic	Students will expand their ability to use speech, AAC, gestures, signs and symbols to show their enjoyment of drama. They start to use some understand and respond to and use key dramatic vocabulary to share their ideas and understanding.	Students are developing their dramatic knowledge and understanding so they are able to use and understand the correct vocabulary in the right context and be able to apply their knowledge to other contexts.	Students will be able to communicate their knowledge of drama in a variety of circumstances, whether it be in class, during assessment, or in the real world, working independently and through team work.

	techniques.	They will start to communicate their drama knowledge and understanding using voice and actions.	Students are able to make some contribution to planning, evaluating and recording their dramatic compositions.	Students will be able to communicate their dramatic ideas in a variety of different ways.
INDEPENDENCE	Students will start to express their own interest and likes and dislikes towards sensory aspects of content linked to the drama curriculum. Students will begin to explore and initiate activities related to the dramatic experiences.	Students will start to independently engage with various drama activities. They will start to explore different dramatic concepts for themselves.	Students will be able to independently work during lessons to show their developing dramatic knowledge. They will be able to demonstrate that they are understanding dramatic concepts and ideas.	Students can confidently showcase their dramatic knowledge by independently thinking for themselves. Students will be able to apply the drama skills they have learnt with little or minimal support.
RESILIENCE	Students will build on their persistence with tasks linked to their learning about drama. They will be able to recognise and act on their likes and dislikes.	Students will explore and test their dramatic ideas. They will start to apply dramatic skills as they explore ideas. Students will reflect on previous dramatic learning to develop and explore performance and appraisal skills.	Students are able to show they have a developing knowledge of drama. They will develop confidence to express opinions, perform and ask questions about drama. Students will develop an increased ability to reflect on their dramatic learning and use to further develop their own drama skills.	Students will deepen their understanding of drama. They will be aware of a variety of dramatic styles and concepts and that these may change over time based on creative development of dramatic ideas. Students will understand that drama is a global creative art form and will understand their part in this.

What does Drama look like in each of the Newman sites?

Whiston	Dinnington	NAR
Drama will be delivered as an integral part of the whole curriculum (through continuous provision or through planned distinct lessons) to explore knowledge and understanding of key subject specific concepts and to support the development of	All students in KS3 (and some but not all KS4 students) will be accessing a weekly drama lesson (usually equivalent to 1 hour per week during the Summer Term). Students will generally be taught in their form groups.	The majority of students in KS3 will be accessing a weekly drama lesson (usually equivalent to 1 hour per week during the Summer Term). Some students may be accessing a bespoke curriculum and this may affect the subjects that they initially study.

communication skills (See skills progression ELG – Communication)	Students will be following an adapted form of the English (Speaking and Listening - drama) National Curriculum. Students in KS4 and 5 do not study drama specifically.	Students will be following an adapted form of the English (Speaking and Listening - drama) National Curriculum. Students in KS4 and 5 do not study drama specifically.
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Curriculum Cycles (Available as individual documents on the Staff Drive)

Flightpath

Engage		Discovery		Develop		Deepen	
Pupils will follow a sensory based curriculum which focuses on developing sound discrimination and pleasure in music, rhythm and rhyme. Pupils will engage with exciting and interesting drama and be able to handle objects of reference.		AQA Unit Awards selected and sequenced in a 'Passport' to allow Discovery students to demonstrate the smaller steps in developing their drama skills.		AQA Step Up to English will be used to demonstrate progress.		Pupils will sit the AQA Level One Functional Skills in English before working towards achieving a grade 4 or above in AQA English Language GCSE.	
AQA Unit Awards	Entry Level 1	Entry Level 2	Entry Level 3	ELC, Level 1	GCSE (AQA)		

(KS5 does not continue specific drama study)

Engage	Discovery	Develop	Deepen
<p>Pupils are not formally assessed in Drama. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books and annotated to reflect progress against specific learning outcomes.</p> <p>Pupils will be observed by the Music Lead termly. CPD needs will be identified and facilitated by the Music Lead.</p>	<p>Pupils are not formally assessed in Drama. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books and annotated to reflect progress against specific learning outcomes.</p> <p>Pupils will be observed by the Music Lead termly. CPD needs will be identified and facilitated by the Music Lead.</p>	<p>Pupils are not formally assessed in Drama. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books and annotated by the teacher or TAs in the class to reflect progress against specific learning outcomes.</p> <p>Pupils will be observed by the Music Lead termly. CPD needs will be identified and facilitated by the Music Lead.</p>	<p>Pupils are not formally assessed in Drama. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books and annotated by the teacher or TAs in the class to reflect progress against specific learning outcomes.</p> <p>Pupils will be observed by the Music Lead termly. CPD needs will be identified and facilitated by the Music Lead.</p>