

Subject: Drama

Golden Concept: Critical Thinking

Purpose of creative expression

Critical thinking is a fundamental concept used within Drama, the skill enhances students ability to analyse, interpret and make informed decisions within the context of theatrical expression.

This concept is developed within script work, when analysing a text to character development and reflecting g on the background, motivations and relationships of characters within the script.

Responding to feedback and being able to evaluate their own working, are skills which are imperative to the progress of students within Drama.

Assessment

Students partake in written and verbal analysis of their own and others work, critiquing performances and processes. They have the opportunity to look and a variety of elements including acting choices, staging and thematic messages.

Throughout lessons students have the opportunity to reflect on their objectives, teamwork and creative output. This is verbally and within written tasks.

Teachers observe students in lessons taking note of how students are analysing their working and targeted questioning is used throughout lesson ensures that students

Cross curriculum

Maths: Critical thinking is essential in solving mathematical problems and applying mathematical concepts to real world situations.

Science: Students learn to think critically about the scientific methods, ensuring the validity and reliability of their experiments.

History: Students learn to assess the reliability, bias and context of historical documents and events leading to well-informed interpretations.

PE: Students employ strategic planning in sports and physical activities to analyse opponents, assess situations and make informed decisions to achieve desired outcomes.

Key stage/stage breakdown

Key Stage 1-2 (stages 1, 2 and 3)

Expressive play

Students develop their ability to use body language, facial expressions and simple verbal cues to communicate ideas and emotions.

Basic dialogue

Through simple dialogue, students have the opportunity to develop their early language development and communication skills within dramatic play.

Listening skills

Fundamental listening skills are developed as students engage in collaborative play, learning to listen and respond to each other.

Key Stage 2-3 (stages 4,5,6 and 7)

Structured dialogue

Students refine their ability to deliver lines with clarity, emotion and appropriate timing, developing more sophisticated communication skills. **Collaborative**

communication

Students work together to plan and perform scenes, enhancing their ability to communicate effectively with peers, negotiating and collectively aiming for group success.

Non verbal expression

Within group projects, further exploration of body language, gestures and facial expressions are used to convey emotions and enhance communication in both scripted and improvised contexts.

Key Stage 3-4 (stages 8, 9, 10, 11)

Advanced dialogue and monologues

Students become more advanced in handling complex dialogue and monologues, developing their ability to convey intricate emotions and ideas over longer periods of time.

Direction and blocking

As students take on roles such as directors and technical staff, they learn to communicate effectively to coordinate movements, positioning and overall staging during rehearsals and performances.: