

# Knowledge Rich Drama Curriculum

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1. What a knowledge rich curriculum in drama looks like
2. Give you a framework from which to evaluate your own curriculum
3. Give you ideas on how to shape and sequence your curriculum
4. Give you ideas on how to develop knowledge in your curriculum

# Knowledge is at the core of a Knowledge Rich Curriculum

What you teach, why you teach it and when you teach it.



Factual Knowledge,  
Conceptual Knowledge,  
Procedural Knowledge and  
Metacognition.

# Factual Knowledge

Basic elements that students must know in order to be able to perform something or solve a task.

## STILL IMAGES

Knowing the definition  
Understanding their purpose  
Making Still Images  
Analysing how we've made Still Images with other knowledge  
Evaluating the use of Still Images to communicate to the audience  
Creating more exciting and innovative Still Images

Factual Knowledge comes from Direct Instruction.

# Conceptual Knowledge

## STILL IMAGES

“The glue that holds our mental world together”

(Murphy, 2002)

It is the understanding we develop within our brains that Still Images are but one of the suite of drama techniques. That there are similarities and differences between Still Images and other Drama Techniques.

Conceptual Knowledge is developed by students but influenced by teachers.

# Procedural Knowledge

## STILL IMAGES

The knowledge of how well we do something. It is the quality of our ability to use knowledge.

Knowing instinctively when to use Still Images in a devised performance or not. It is when a student makes good use of them without thinking.

Procedural Knowledge is developed over time through deliberate practice.

# Metacognition

Metacognition is the ability to analyse and evaluate one's own learning and practice.

# Cognitive Process

1. Knowing
2. Understanding
3. Applying
4. Analysing
5. Evaluating
6. Creating

(Krathwohl, 2002)

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These are static but important. Knowledge underpins the whole process. Without knowledge nothing is done.

These are fluid. They are not dictated by if we can do them but how well we do them.

# Knowledge rich curriculum is...

- Having knowledge at the core of curriculum design (with the understanding that there is more than factual knowledge).
- Understanding the role of cognitive processes within curriculum design.
- Making appropriate and meaningful time for cultural capital, SMSC and Life Skills.

# Curriculum Intention

What you teach, why you teach it and when you teach it.

# Ten key questions

1. What factual knowledge do you teach and why do you teach it?
2. How much time do you devote to teaching factual knowledge and how much factual knowledge do you think you need to teach?
3. When do you teach factual knowledge?
4. How do you make sure that they students remember this knowledge?
5. How do you know that the students remember this knowledge?

# Ten key questions

6. How do you influence your students to create conceptual knowledge?
7. How much time do you spend allowing your students to do deliberate practice?
8. How do you guide deliberate practice?
9. When do you transition from direct instruction, to guided practice and then to independent deliberate practice?
10. Do you use metacognition?

# What is the best way for your students?

A local curriculum for the students in your cohort.

Sequence your curriculum  
with respect to the fact that  
knowledge underpins the  
cognitive process.

when sequencing your curriculum, you need to consider three things:

1. What do I absolutely have to teach?
2. What is the best order to teach it so that everything sticks in the long-term memory?
3. How do we know we are on the right path?

What we retrieve from our long-term memory needs to be worthwhile retrieving.

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You know your students best as to how fast they will learn new things and how quickly they will make connections between content that allows those webs of knowledge to form.

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3. How do we know we are on the right path?

We then need to use our professional judgement from accurate assessments to gauge whether we are on the right path and how we will return to the path if we deviate from it.

The moment it is written down on a stone tablet it becomes just that. An unmoveable object set on a journey from which it cannot deviate.

Simple tips on how to develop  
knowledge in your current teaching.

# Retrieval Practice

It is proven time and time again that retrieval practice helps students retain memories, helps them to retrieve them when needed and helps the working memory reduce its cognitive load.

Scientists question whether  
retrieval practice improves the  
performance of more complex tasks

(Coe, 2019)

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”Retrieval practice needs to be the access point to other learning and not as a means to an end in itself.”

(Coe, 2019)

“A highly effective way of keeping knowledge long term is to apply it during learning”

(Karpicke and Ave, 2015)

# Do It Now Tasks

**Step 1:** Recall as many different key terminology for movement as you can remember. Aim for 7.

**Step 2:** Find a partner and number yourselves A and B.

**Step 3:** Person A is going to sculpt Person B into a Still Image that shows a protagonist receiving bad news.

**Step 4:** While Person B is performing, Person A needs to explain to the rest of the class the following;

- What you wanted to communicate to the audience.
- How you have sculpted and molded Person B to communicate this.

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For performance based key terminology, there is both factual knowledge and procedural knowledge.

# Bananarama Principle

“It ain’t what you do, it’s the way that you do it”

(Higgins, 2018)

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