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Creating Space

Planning for Learning, Teaching and Assessment in Drama, Film and Theatre Studies

September 2025

CC BY NC

Four Year PLE Timeline

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2024-25	2025-26	2026-27	2027-28
Webinar 1	Webinar 3	Webinar 5	Webinar 7
Two-day PLE 1	Two-day PLE 3	Two-day PLE 5	Two-day PLE 7
Three-day PLE 2	Webinar 4	Webinar 6	Webinar 8
Webinar 2	Two-day PLE 4	Two-day PLE 6	Two-day PLE 8
Collaboratives	Collaboratives	Collaboratives	Collaboratives

Updates

An Roinn Oideachais agus Óige
Department of Education and Youth

Circular Number: 0061/2025

To the Boards of Management, Principal Teachers and Teaching Staff of Post Primary Schools, Special Schools and the Chief Executives of Education and Training Boards (ETBs).

Senior Cycle Redevelopment – Prescribed Material for the Leaving Certificate Drama, Film and Theatre Studies Examination 2027, 2028, 2029
(For student cohort commencing 5th year in Sept 2025, 2026 & 2027)

The Department of Education and Youth wishes to inform the management authorities of second-level schools that the prescribed materials for Drama, Film and Theatre Studies have been updated. This Circular replaces Circular 002/2025.

The attached lists the prescribed material for Leaving Certificate Drama, Film and Theatre Studies in the academic years 2025-27, 2026-28 and 2027-2029. The prescribed material listed in this circular will be for examination in state examinations in 2027, 2028, 202

Students of Leaving Certificate Drama, Film and Theatre Studies must engag within each discipline (film and drama/theatre).

Area 1 consists of the **prescribed** genres, periods, styles or forms, togeth set films, plays and designated performances. From the options liste teachers must identify a focus for study in film, and also in drama/theatre

Area 2 allows students and teachers to freely choose a different, unpre period, style or form) for study in film and also in drama/theatre.

In addition to outlining prescribed material, this circular outlines the c choices in Area 2. These conditions seek to ensure equity of learne students.

The Department requests school authorities to bring this circular to the atten Film, and Theatre Studies teachers and to give adequate notice of the outlin before the start of the relevant school year.

Neville Kenny, Principal Officer
Senior Cycle Redevelopment Programme Management Office,
Curriculum and Assessment Policy Unit
August 2025

An Roinn Oideachais agus Óige
Department of Education and Youth

Circular Number: 0064/2025

To The Managerial Authorities of Recognised Secondary,
Community and Comprehensive Schools
and
the Chief Executives of Education and Training Boards

Senior Cycle Redevelopment – Supports for Selected Phase One Schools Introducing Drama, Film and Theatre Studies in the 2025/26 School Year

Introduction

1. The Minister for Education and Youth wishes to inform managerial authorities and post-primary teachers of arrangements for the provision of technical and curricular resources, and the payment of subject specific grants to selected phase one schools introducing Drama, Film and Theatre Studies in the 2025/26 School Year.

2. The Information Booklet made available to all schools during the Call for Applications by schools interested in applying to become part of the first phase of schools to offer Drama, Film and Theatre Studies to students outlined the responsibilities and required infrastructure of Phase One schools and the package of supports to be made available to selected schools.

3. The Senior Cycle Redevelopment Implementation Support Measures document contains a package of measures designed to support the implementation of the Senior Cycle Redevelopment programme in schools and the related curriculum development, assessment and teacher professional learning processes.

4. The measures provided updated information on the supports available for the introduction of new tranche one subjects.

Schools are asked to confirm by email to scr_info@education.gov.ie **by close of business, 12th September 2025** the number of students studying the subject in the 2025/26 academic year and in so doing to confirm the establishment of a class in this subject.

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2027L572C2ES

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination

Sample Brief

Drama, Film and Theatre Studies

Creativity in Practice Project

Higher Level and Ordinary Level

Recap of Year 1 Film

Learning Intentions

Create a timeline of possible key moments in students' learning journey.

Engage with our growing portfolios to support our planning for student learning and ongoing reflection.

Consider approaches to teaching, learning and assessment in DFTS.

Collaborate to create a unit of learning within the overall subject plan that integrates the strands.

Interactive Icebreaker Quiz

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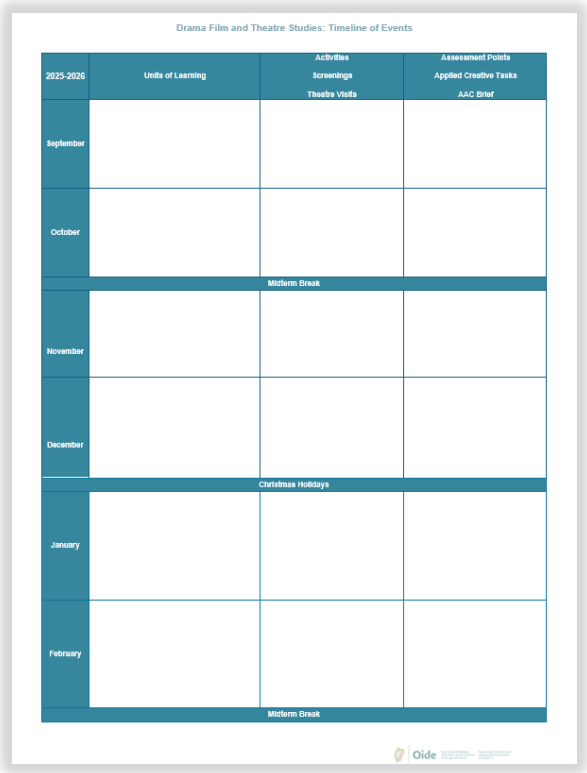
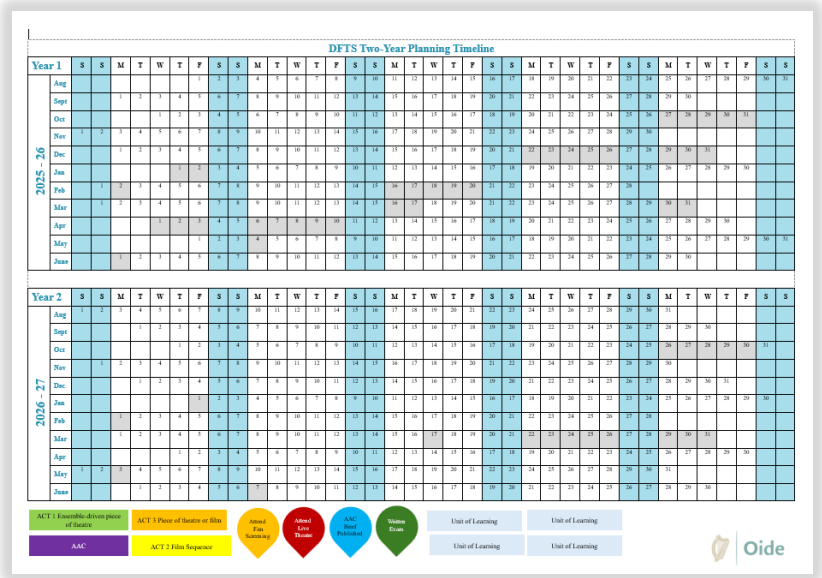
Map the Learning Journey



Drama Film and Theatre Studies: Timeline of Events

2025-2026	Units of Learning	Activities Screenings Theatre Visits	Assessment Points Applied Creative Tasks AAC Brief
September			
October			
Midterm Break			
November			
December			
Christmas Holidays			
January			
February			
Midterm Break			

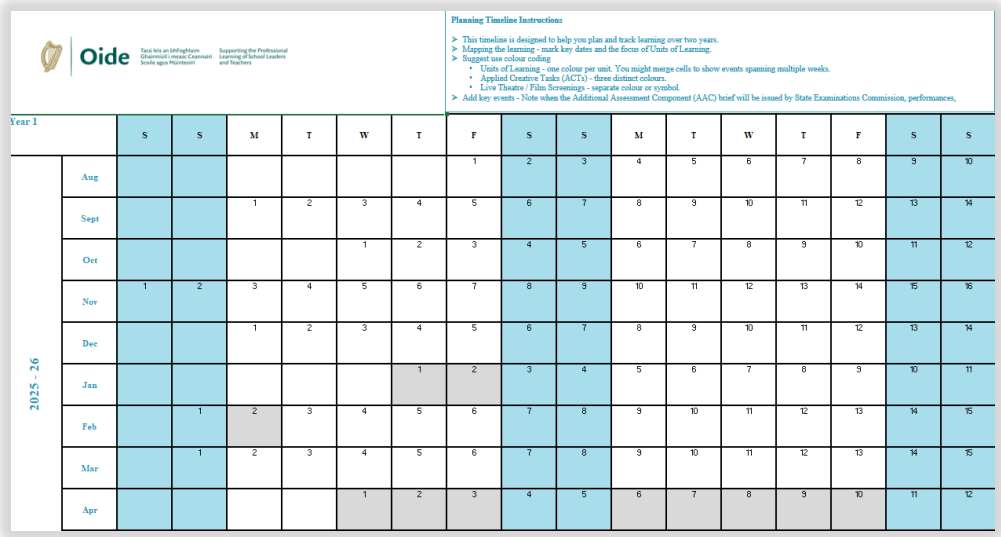


DFTS Two-Year Planning Timeline

Year 1 (2025 - 26): Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, June

Year 2 (2026 - 27): Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, June

ACT 1 Ensemble-driven piece of theatre | ACT 3 Piece of theatre or film | AAC | ACT 2 Film Sequence | Attend Film Screening | Attend Live Theatre | AAC Brief Published | Written Exam | Unit of Learning | Unit of Learning | Unit of Learning | Unit of Learning



Oide — Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí — Supporting the Professional Learning of School Leaders and Teachers

Planning Timeline Instructions

- This timeline is designed to help you plan and track learning over two years.
- Mapping the learning - mark key dates and the focus of Units of Learning.
- Suggest use colour coding
  - Units of Learning - one colour per unit. You might merge cells to show events spanning multiple weeks.
  - Applied Creative Tasks (ACTs) - three distinct colours.
  - Live Theatre / Film Screenings - separate colour or symbol.
- Add key events - Note when the Additional Assessment Component (AAC) brief will be issued by State Examinations Commission, performances,

Year 1 (2025 - 26): Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr

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How might this look in my own school context?

What will the learning journey look like?

What are the opportunities for integration of the Learning Outcomes across the strands?

What might you need to consider when mapping students' learning across the two years?

How will I ensure the portfolio plays an active role in my students' learning?

What might be the opportune moments for creative tasks?

When might we consider theatre/cinema trips?

3 MIN

Collaborative Conversation

In your breakout room discuss and share your portfolio reflections.

Complete the timeline template for your own school context.

Share Group Ideas

Portfolio Reflection

How might completing a timeline of the student learning support you in your planning?

Teaching for Student Learning

Oide

The subject supports the use of a wide range of teaching and learning approaches. The signature pedagogies of the Drama, Film, and Theatre Studies classroom will be those that foster critical thinking, creative thinking and creative practice.

Specification for Leaving Certificate Drama, Film and Theatre Studies, pg. 31

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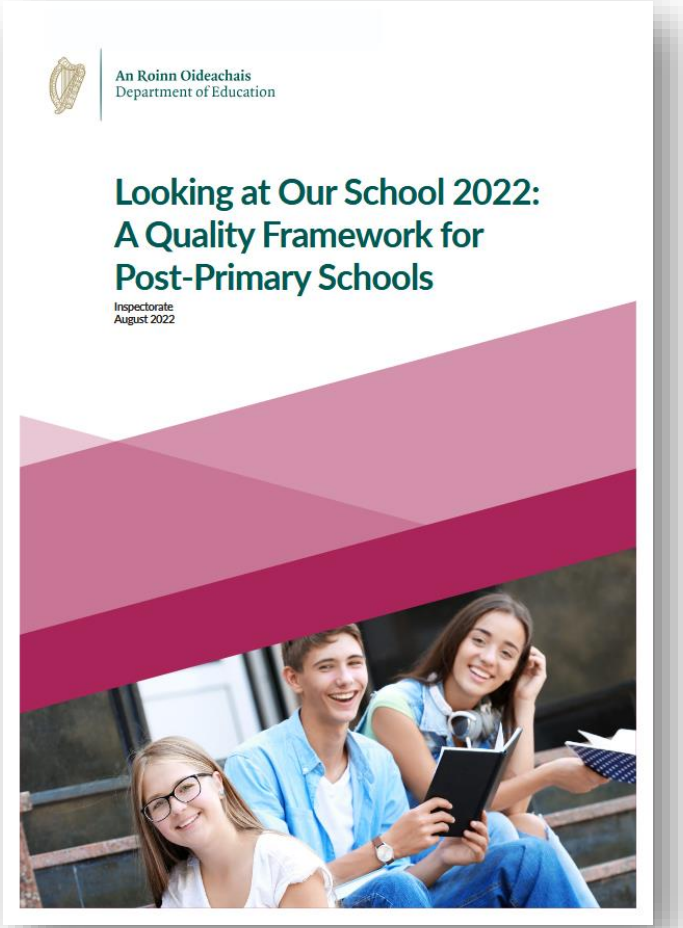

Quality Framework for Post-primary Schools – Overview

	Domains	Standards
Learning and Teaching	Learner outcomes	Students:
		enjoy their learning, are motivated to learn, and expect to achieve as learners
		have the necessary knowledge, skills and attitudes to understand themselves and their relationships
		demonstrate the knowledge, skills and understanding required by the post-primary curriculum
		attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students:
		engage purposefully in meaningful learning activities
		grow as learners through respectful interactions and experiences that are challenging and supportive
		reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
		experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher:
		has the requisite subject knowledge, pedagogical knowledge and classroom management skills
		selects and uses planning, preparation and assessment practices that progress students' learning
		selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs
		responds to individual learning needs and differentiates learning and teaching activities as necessary
	Teachers' collective / collaborative practice	Teachers:
		value and engage in professional learning and professional collaboration
		work together to devise learning opportunities for students across and beyond the curriculum
		collectively develop and implement consistent and dependable formative and summative assessment practices
		contribute to building whole-staff capacity by sharing their expertise

Teacher Individual Practice

Oide

The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

The teacher selects and uses planning, preparation and assessment practices that progress students' learning

The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs

The teacher responds to individual learning needs and differentiates learning and teaching activities as necessary

Activating Portfolio

Using your portfolio, select moments from your professional learning that you would like to incorporate into a unit of learning.

Reflection

What word or phrase best captures the learner experience?

Menti Code:

Links to Aims and Rationale

Rationale

Learning through the arts significantly contributes to the development of the whole person. Leaving Certificate Drama, Film and Theatre Studies extends the range of practical, arts-based subjects on the senior cycle curriculum, encouraging and promoting a well-rounded education.

Leaving Certificate Drama, Film and Theatre Studies provides opportunities for personal, aesthetic, collaborative and culturally enriching experiences. As students develop and apply the knowledge, skills, values and dispositions needed to bring concepts to realisation – individually and in groups – they will engage in, respond to, analyse and evaluate their own work and the work of others.

Experiencing this subject will help students to develop creative and critical thinking and informed opinions. The subject provides students with opportunities for divergent and even radical thinking, to explore aesthetic experiences, to solve problems and to challenge conventions and orthodoxies.

Students will explore and experiment with storytelling for film and theatre as they engage with creative and critical response processes. They will develop and apply their competencies in creative situations which include collaborating, planning, developing, performing/showing and evaluating their own work, as well as critically responding to the work of others. The cultivation of informed, creative and critical thinking will be central to a learning process in which practice will be informed by their own understanding of the key features, techniques and conventions of relevant genres, periods, styles and forms.

Engaging in the dramatic, cinematic and theatrical arts also enables people from different backgrounds to share in each other's customs and traditions and find common ground and understanding thus helping to facilitate cross-cultural understanding and promote empathy. Furthermore, students' experiences of Leaving Certificate Drama, Film and Theatre Studies will help to promote lifelong engagement with these art forms.

4

Aims

Students will explore and experience the world of drama, film and theatre; how it can inform their own work and their creative and critical choices, helping them become more aware of their own place in a wider society.

Through engagement with drama, film and theatre, this subject aims to:

- develop students' performance, production and technical skills through immersive experiences and creative risk-taking
- cultivate informed thinking through learning supported by creative and critical response processes
- develop an appreciation of established practitioners, both in Ireland and internationally, and their work, in a variety of contexts
- promote understanding of, and a lifelong interest in, the arts and culture, including ways to engage in them through recreation, further study and/or employment
- encourage students to engage in personal development and self-reflection through the arts

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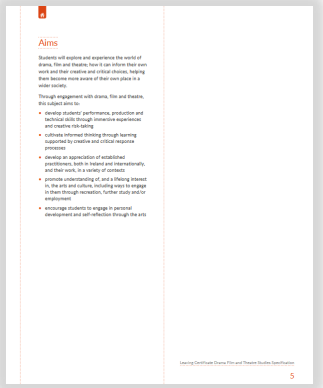

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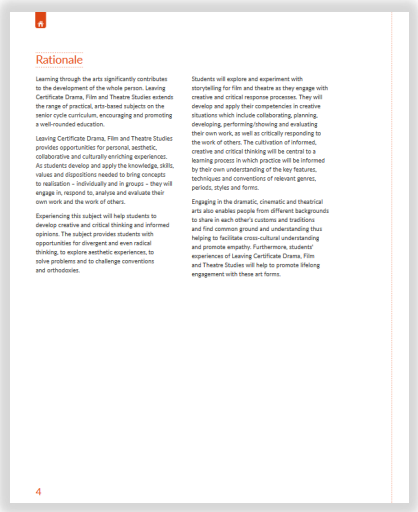

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Leaving Certificate Drama Film and Theatre Studies Specification

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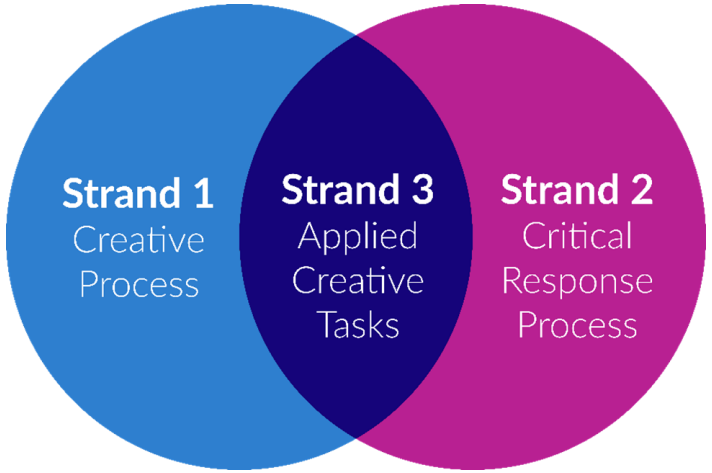

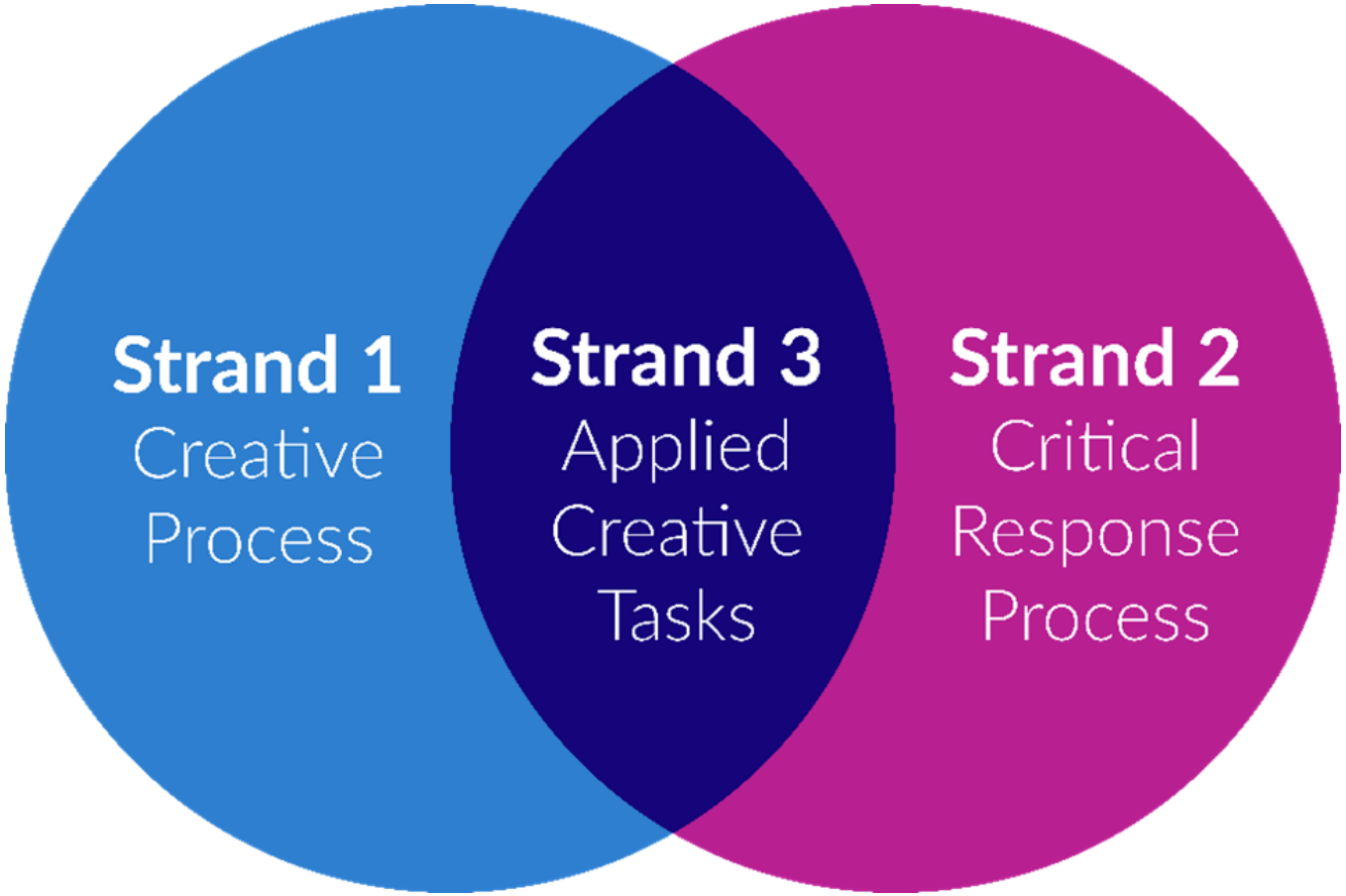

'All three strands are interwoven and should be studied concurrently, not in a linear order.'

Curriculum Specification for Leaving Certificate Drama Film and Theatre Studies pg. 13

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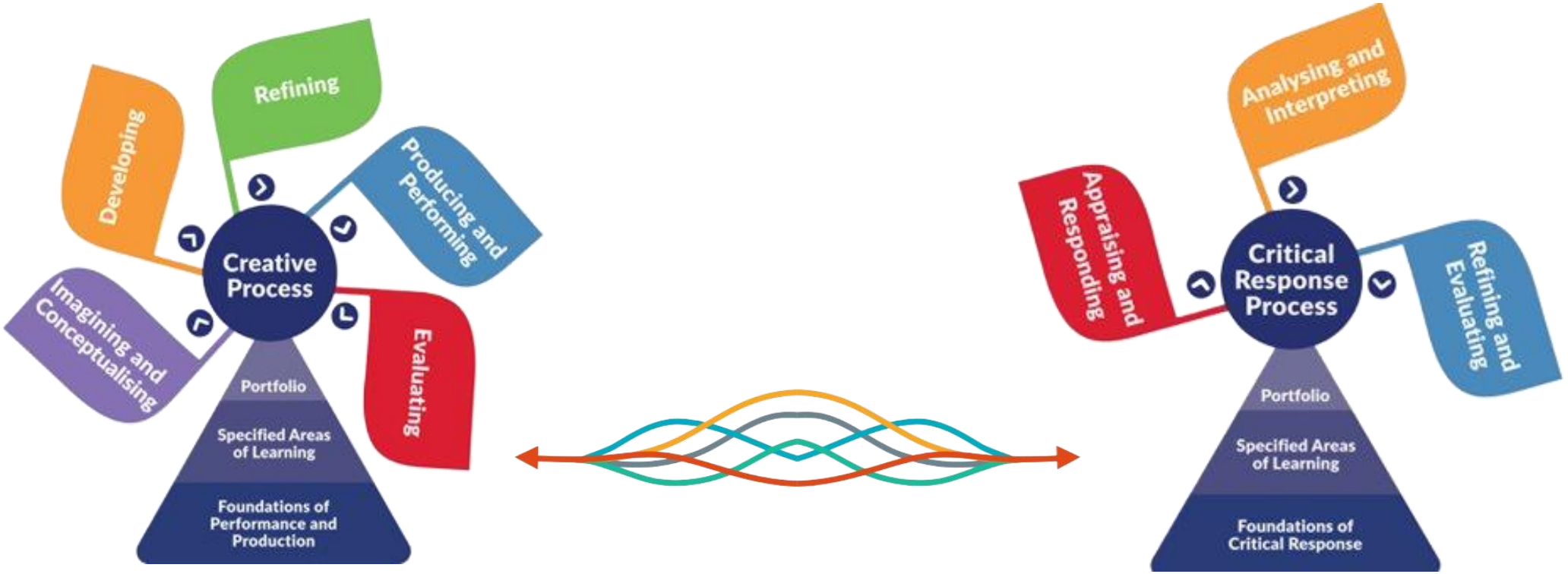

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Curriculum Specification for Leaving Certificate Drama Film and Theatre Studies pg. 13

Questions to Consider

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What might be the focus of your Unit of Learning?

What do you want your students to learn?

What creative activities may support students' engagement with drama/theatre and film?

How will I know that the learning has been achieved?

Teacher Collaborative Practice

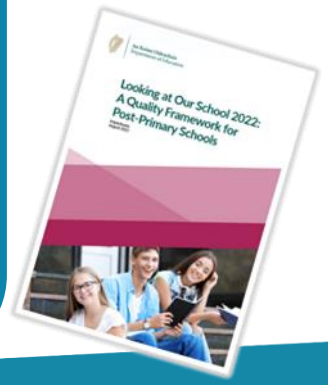
Oide

Teachers value and engage in professional learning and professional collaboration

Teachers work together to devise learning opportunities for students across and beyond the curriculum

Teachers collectively develop and implement consistent and dependable formative and summative assessment practices

Teachers contribute to building whole-staff capacity by sharing their expertise



Collaborative Conversation

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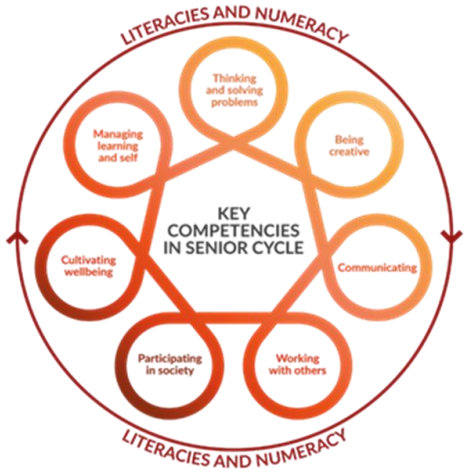

Teaching for Student Learning

The subject supports the use of a wide range of teaching and learning approaches. The signature pedagogies of the Drama, Film, and Theatre Studies classroom will be those that foster critical thinking, creative thinking and creative practice.

Specification for Leaving Certificate Drama, Film and Theatre Studies, pg. 31

Learner Experiences

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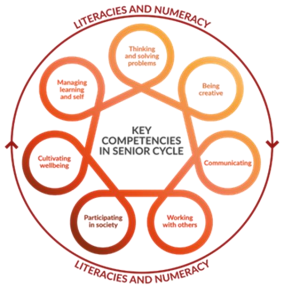
Students engage purposefully in meaningful learning activities

Students grow as learners through respectful interactions and experiences that are challenging and supportive



Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning

Students experience opportunities to develop the skills and attitudes necessary for lifelong learning

Learner Outcomes

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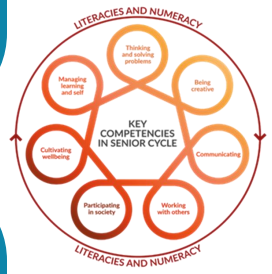
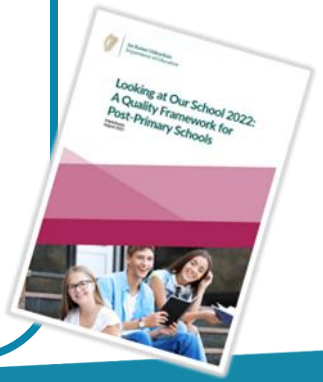
Students enjoy their learning, are motivated to learn and expect to achieve as learners

Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships



Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum

Students attain the stated learning outcomes for each subject, course and programme



Learning outcomes in the specification are not distinguished between higher and ordinary level.

"Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome." (*Pg. 41.*)

The learning outcome action verb details the highest level achievable by student.

"Students vary in the amount and type of support they need to be successful. Levels of demand in any learning activity will differ as students bring different ideas and levels of understanding to it." (*Pg. 31.*)

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Planning for Unit of Learning

What key considerations/headings would I like to use in my Unit of Learning?

What extra considerations must I factor in for my own school context?

What prior knowledge do my students bring?

What are the considerations for ongoing assessment for my unit of learning?

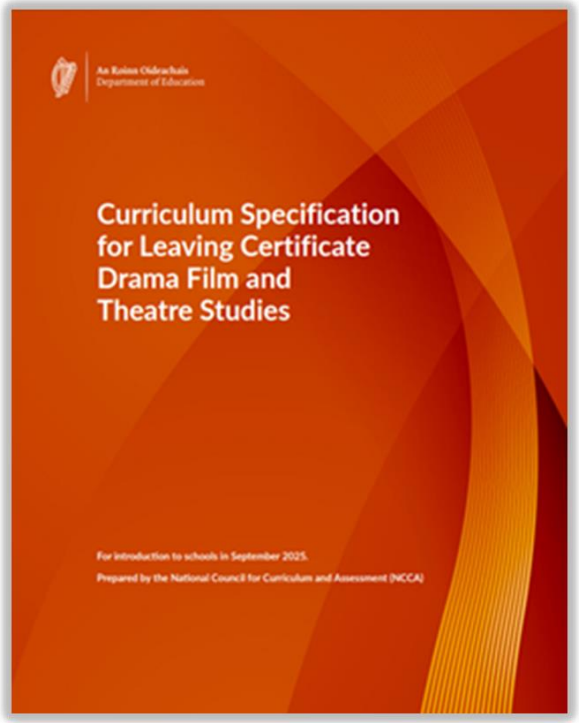
What are the opportunities for combining approaches to both Drama/Theatre and Film?

What are our opportunities to integrate the three strands?

3 MIN

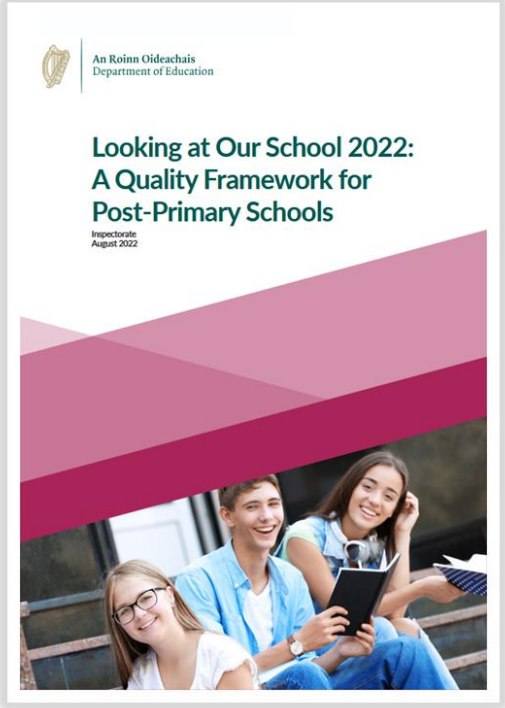
Collaborative Task

Devise a Unit of Learning which may be included on your overall timeline.


An Roinn Oideachais
Department of Education
Curriculum Specification for Leaving Certificate Drama Film and Theatre Studies
For introduction to schools in September 2025.
Prepared by the National Council for Curriculum and Assessment (NCCA)

LITERACIES AND NUMERACY
Thinking and solving problems
Managing learning and self
Being creative
KEY COMPETENCIES IN SENIOR CYCLE
Cultivating wellbeing
Communicating
Participating in society
Working with others
LITERACIES AND NUMERACY

KNOWLEDGE
SKILLS
VALUES AND DISPOSITIONS
Enriched, engaged and competent learners


An Roinn Oideachais
Department of Education
Looking at Our School 2022: A Quality Framework for Post-Primary Schools
Inspectorate
August 2022

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Specification for Leaving Certificate Drama, Film and Theatre Studies, pg. 31

Exit stage right…

Consider how the portfolio was activated today.

How might students activate their portfolio to support learning in the DFTS classroom?

3 MIN

Learning Intentions

Create a timeline of possible key moments in students' learning journey.

Engage with our growing portfolios to support our planning for student learning and ongoing reflection.

Consider approaches to teaching, learning and assessment in DFTS.

Collaborate to create a unit of learning within the overall subject plan that integrates the strands.

Setting the Stage: Activating Specified Areas of Learning in the Drama, Film and Theatre Studies Classroom

Two consecutive days

Please bring your portfolio

Practical and experiential

Wear comfortable clothes

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Feedback Form

CC BY NC

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Follow us on X @Oide_DFTS

Email address dftsinfo@oide.ie

Thank you for your engagement

CC BY NC