



Oide

# Introduction to Drama, Film and Theatre Studies

Live Webinar  
20<sup>th</sup> November 2024



# Meet the Team



Margaret O'Shea

Senior Leader



Ann Ryan

Professional Learning Leader



Cathy Devis

Professional Learning Leader



Hazel Cullen

Professional Learning Leader



Jayne Miller

Professional Learning Leader

# Workshop Symbols



Individual



Group



Digital Strategy



Portfolio



Chat Box



Timing







# Timeline 2024 - 2025

Featuring in order of appearance

November 2024	Webinar 1
December 2024	1st Two-Day Face-to-Face
January 2025	Collaborative 1 Online
March 2025	2nd Two-Day Face-to-Face
April 2025	Collaborative 2 Online
May 2025	Webinar 2



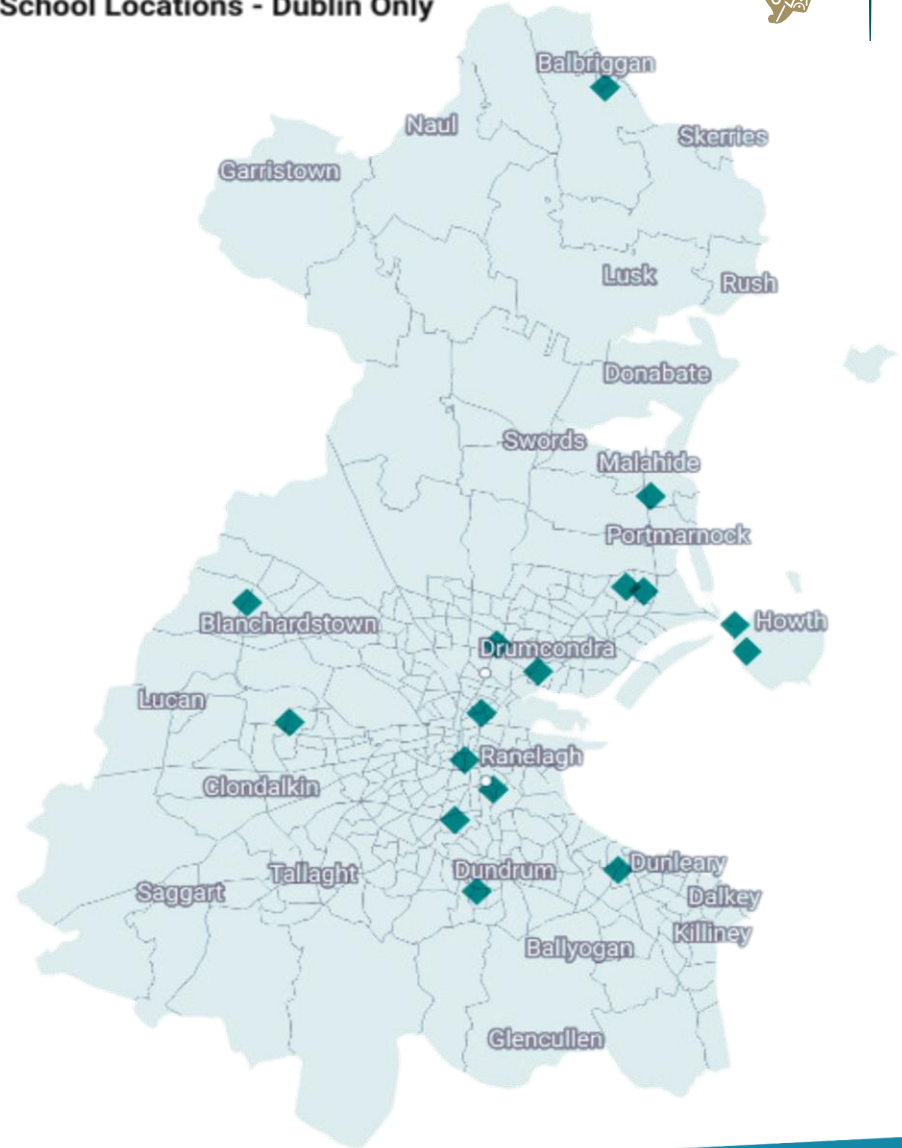
## Drama, Film and Theatre Studies

Selected School Locations (ex. Dublin)



## Drama, Film and Theatre Studies

Selected School Locations - Dublin Only



# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



## Today we will:

develop understanding of the Drama, Film and Theatre Studies specification

explore the Rationale and Aims of the Drama, Film and Theatre Studies specification

consider how Drama, Film and Theatre Studies may be experienced in the classroom.





Think of a film that made a lasting impression on you.

Think of a theatre performance that made a lasting impression on you.

Write into the Chat







# What is Drama, Film and Theatre Studies?







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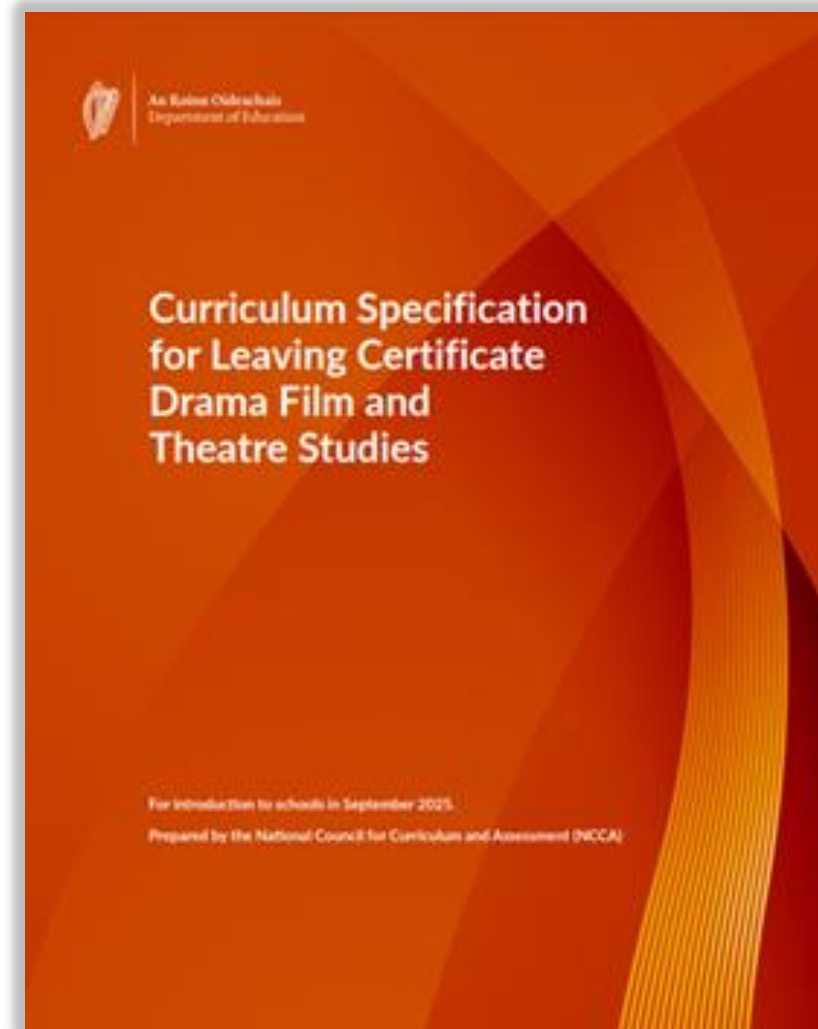
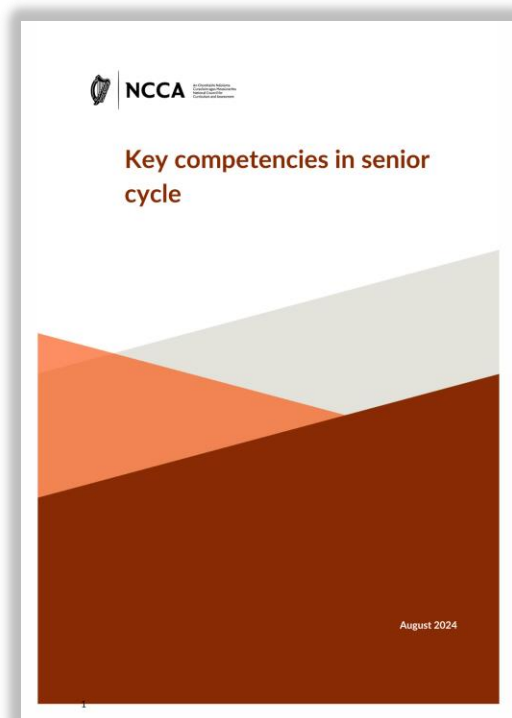
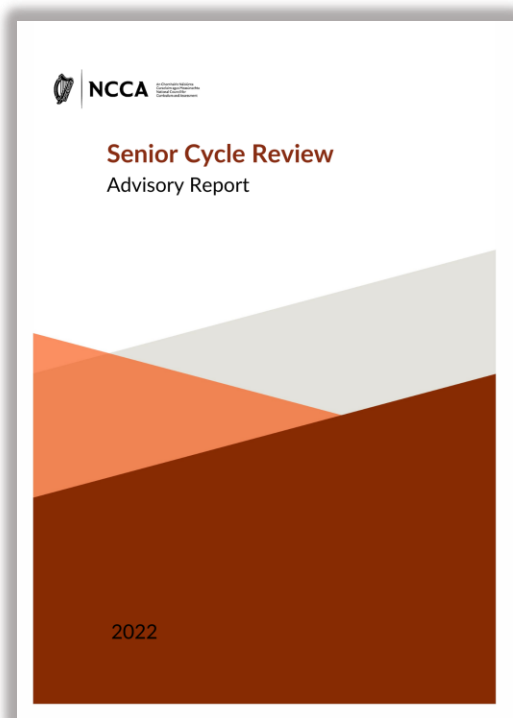
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What insights do we receive about Drama, Film and Theatre Studies?





# Key Documents





# 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.



# Rationale

Read the Rationale in full on page 4 of the specification.

Which aspect of the Rationale speaks to you most and why?

[www.menti.com](http://www.menti.com)

MENTI CODE: 1XXX XXXX



5 minutes







Share your  
thoughts



# 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.

*Curriculum Specification for Leaving Certificate Drama Film and Theatre Studies pg. 5*



# Aims

Choose one of the aims.

How might you support your students to engage with this aim in the classroom?



8 minutes





Learning in this subject needs, as far as is possible, to be applied to creative activities and, while students will sometimes exercise creativity alone, in general, the creative act will be a collaborative endeavour.





What competencies might members of a theatre company need to bring a play to performance?



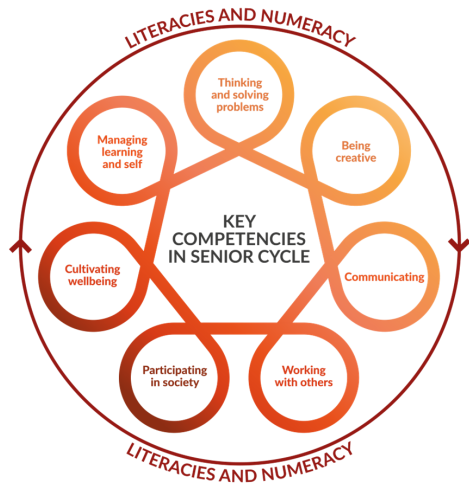
# Senior Cycle Key Competencies



# Senior Cycle Key Competencies



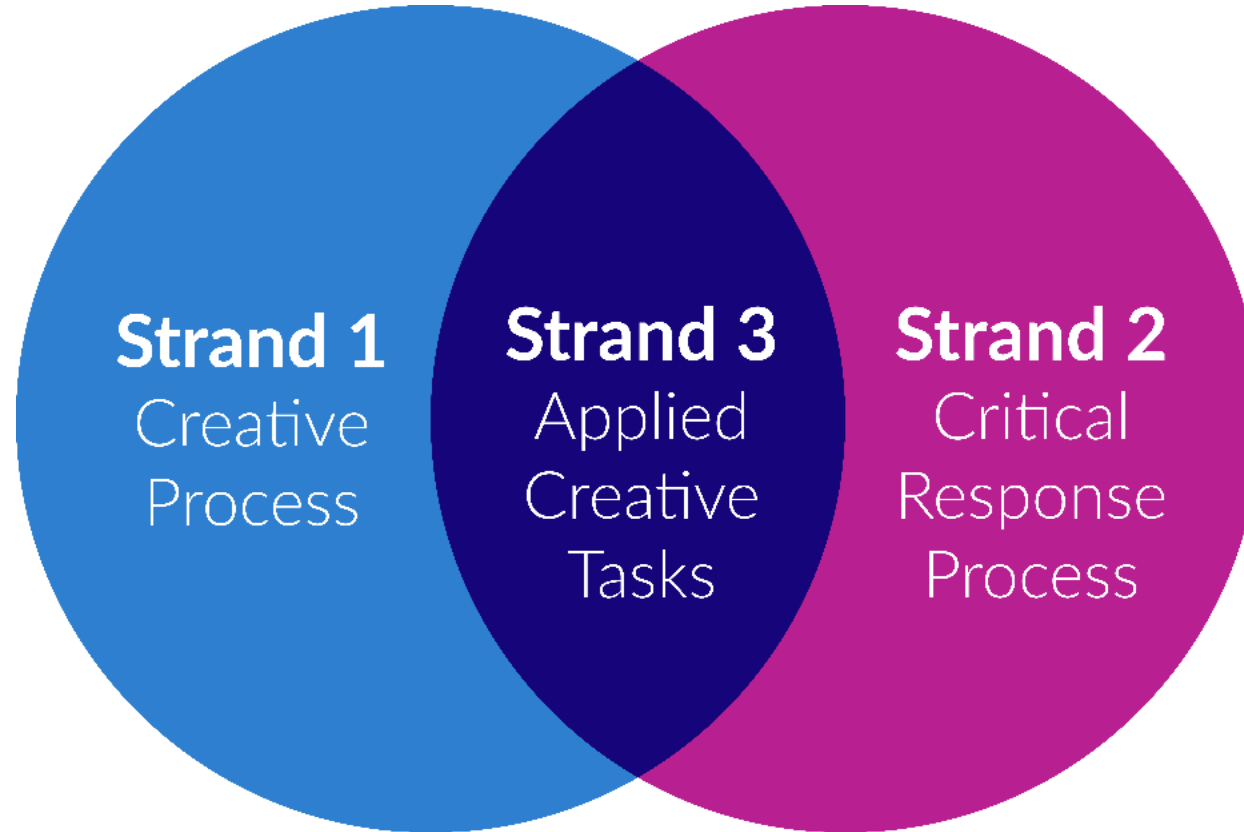
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*Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop during senior cycle. Their learning is deeper when they can draw upon, integrate and apply their knowledge, skills, values and dispositions to various tasks, contexts, situations and events.*

*Key competencies in senior cycle – NCCA August 2024 pg. 1*

# Strands



'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*



# Strands



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## Strand 1

Creative  
Process

## Strand 3

Applied  
Creative  
Tasks

## Strand 2

Critical Response  
Process

Ensemble-driven piece of theatre

Film sequence

Piece of theatre or short film



# Learning Outcomes

*Learning outcomes promote teaching and learning processes that develop students' knowledge, skills, values and dispositions incrementally, enabling them to apply their key competencies to different situations as they progress.*

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



Figure 1 The components of competencies and their desired impact



# Learning Outcome 2.1

Students should be able to

**2.1** demonstrate an understanding of the language and conventions of film and theatre

What could students learn about?



3 minutes



# Learning Outcome 2.1

## Students learn about

---

### Foundations of Critical Response

The language and conventions of film and theatre, including

- shot types and framing
- production design incl. mise en scène
- location
- sound/ lighting
- special effects
- editing
- blocking
- continuity (film)/ stage management (theatre)
- performance style

## Students should be able to

- 2.1** demonstrate an understanding of the language and conventions of film and theatre



# Learning Outcome 1.2

The work and key responsibilities associated with a wide variety of roles including

- writing/devising/adapting
- directing
- production
- performance (movement, vocals, gestures)
- design (set, costume, sound and lighting)
- technical (editing, camera, sound, lighting)

**1.2** explore a variety of roles and responsibilities in film and theatre and their contribution to the overall creative process

## How might students experience this learning?



8 minutes





# Learning Outcome 1.2

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- writing/devising/adapting
- directing
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- performance (movement, vocals, gestures)
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**1.2** explore a variety of roles and responsibilities in film and theatre and their contribution to the overall creative process

How might this learning activate the development of key competencies?



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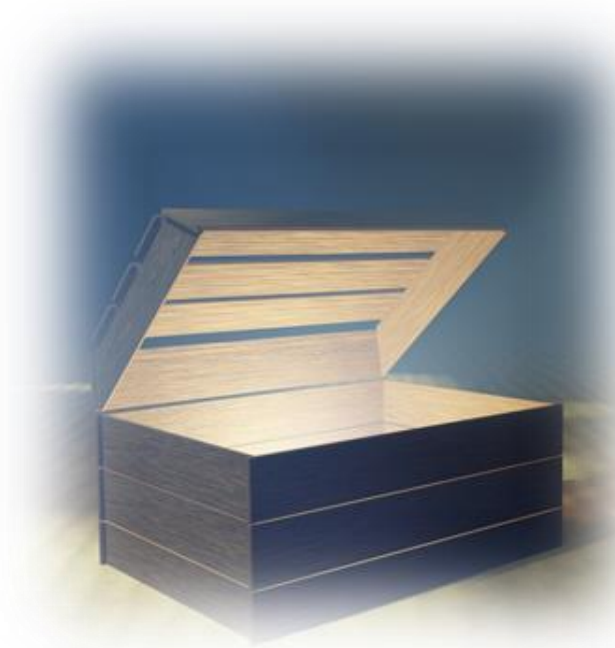


5 minutes



# Portfolio

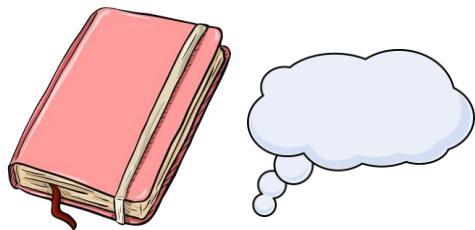
*Over the two years of study, students will be expected to engage with a wide range of activities to support the creative and critical response processes, much of which will be captured within a Leaving Certificate Drama, Film and Theatre Studies Portfolio, developed by each student.*



*Specification for Drama, Film and Theatre Studies, pg. 32*



# What might be included in the portfolio?



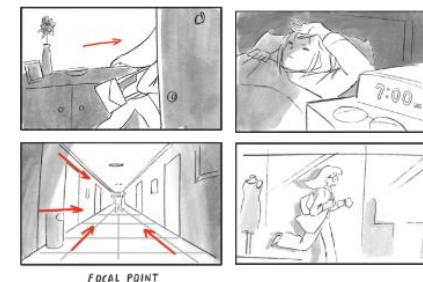
Reflections



Written text



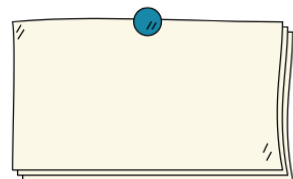
Learning logs



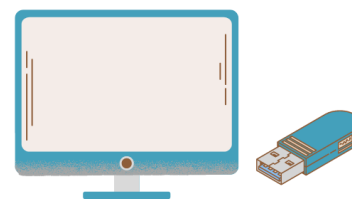
Sketches



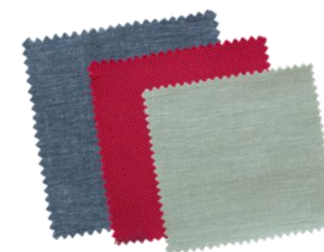
Drafts



Notes



Digital/Audio/Visual





How does the portfolio support ongoing learning?



*Using a portfolio can also help to support ongoing formative assessment by the teacher in the Leaving Certificate Drama, Film and Theatre Studies classroom, as well as enabling students to self-evaluate and peer assess. Furthermore, it is a means of reflecting on and learning from the creative and critical response processes.*



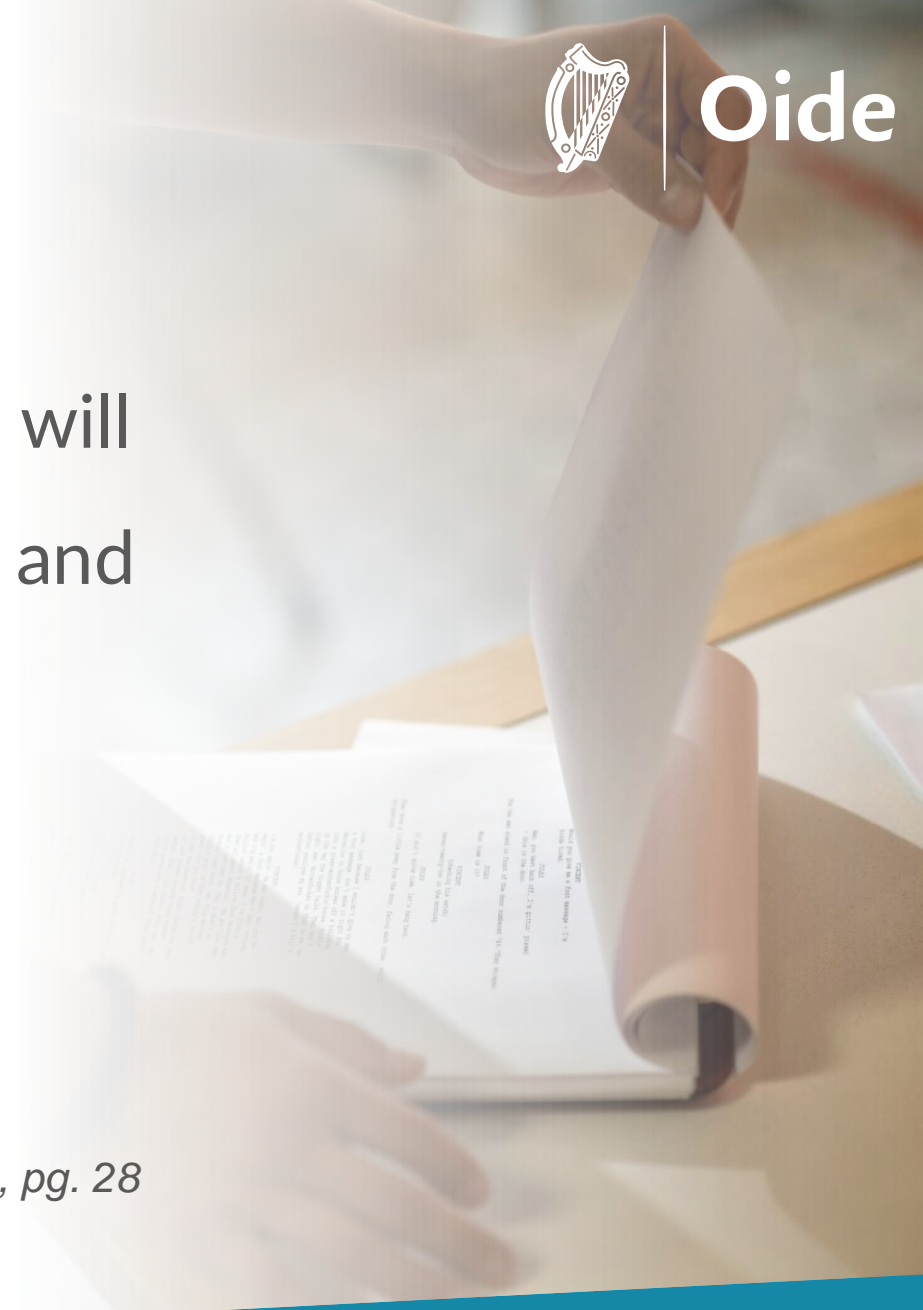
*Specification for Drama, Film and Theatre Studies, pg. 32*



# Specified Areas of Learning

Students of Drama, Film and Theatre Studies will be expected to engage with film productions and theatre performances across a wide range of genres, periods, styles and forms.

*Specification for Leaving Certificate Drama, Film and Theatre Studies, pg. 28*







# The Specified Areas of Learning

## Area 1

Prescribed

## Area 2

Freely chosen

The titles of the prescribed film and theatre productions for Area 1 will issue via circular from the Department of Education

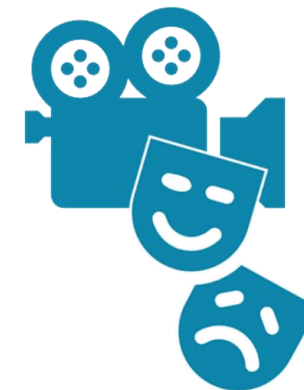


# Assessment for Certification

Written Examination 50%

and

Additional Assessment Component (AAC) 50%



comprising a

Creativity in Practice Project



## Reminder: Sample Assessment Materials Timelines for Tranche 1

### Autumn 2024

Guidelines to support the AACs will be available to schools. These will be utilised by Oide in their SCR Professional Learning programmes.

### April 2025

Four sample examination papers - two Higher Level and two Ordinary Level - for each subject in Tranche 1 will issue to schools. This is a total of 36 sample papers across the nine subjects– 72 papers in total when Irish Versions are included.

### September 2025

Specifications in new and revised subjects introduced in schools. A sample brief for the AAC in each subject will in schools at the same time.

### January 2026

A live brief for AACs for all subjects will be issued.



## Senior Cycle Redevelopment

### Schools Information Note

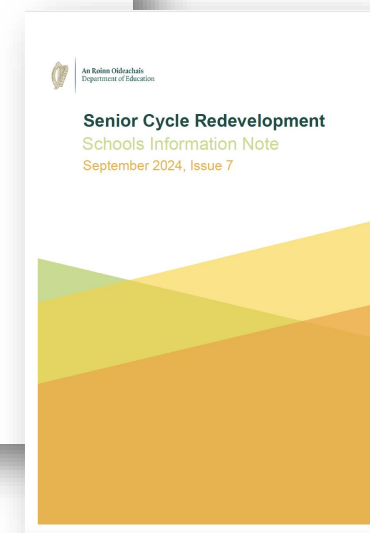
September 2024, Issue 7



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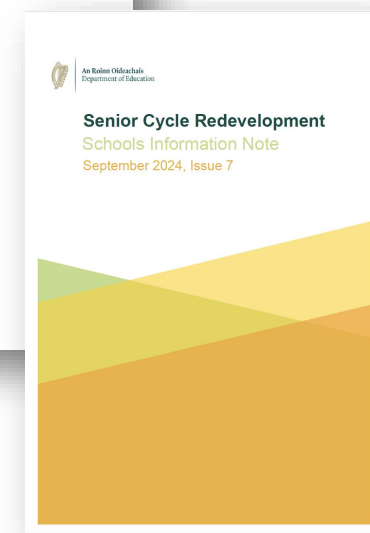
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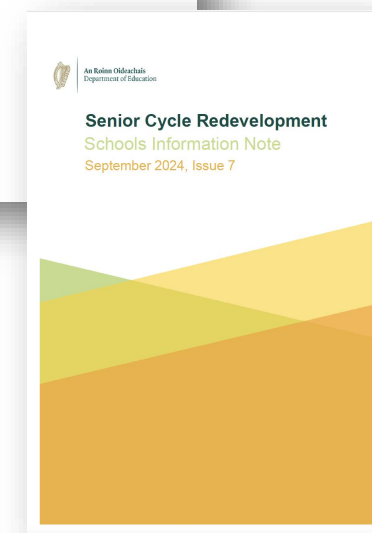






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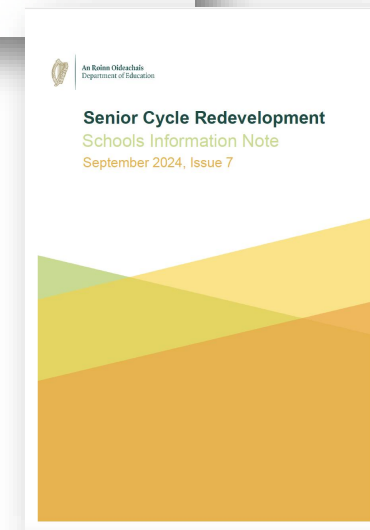
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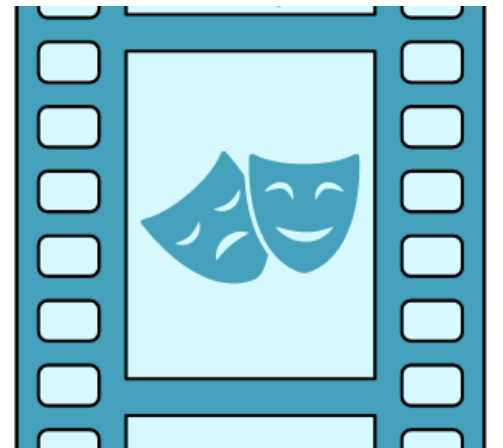
# The Creativity in Practice Project (AAC)



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In response to a brief set by SEC, students devise, develop and perform/show a short piece of creative work in film or theatre to an audience of their peers.

While projects may be undertaken as a collaborative endeavour, each student will be required to submit their work on an individual basis.





## Today's intended learning was to:

develop understanding of the Drama, Film and Theatre Studies specification

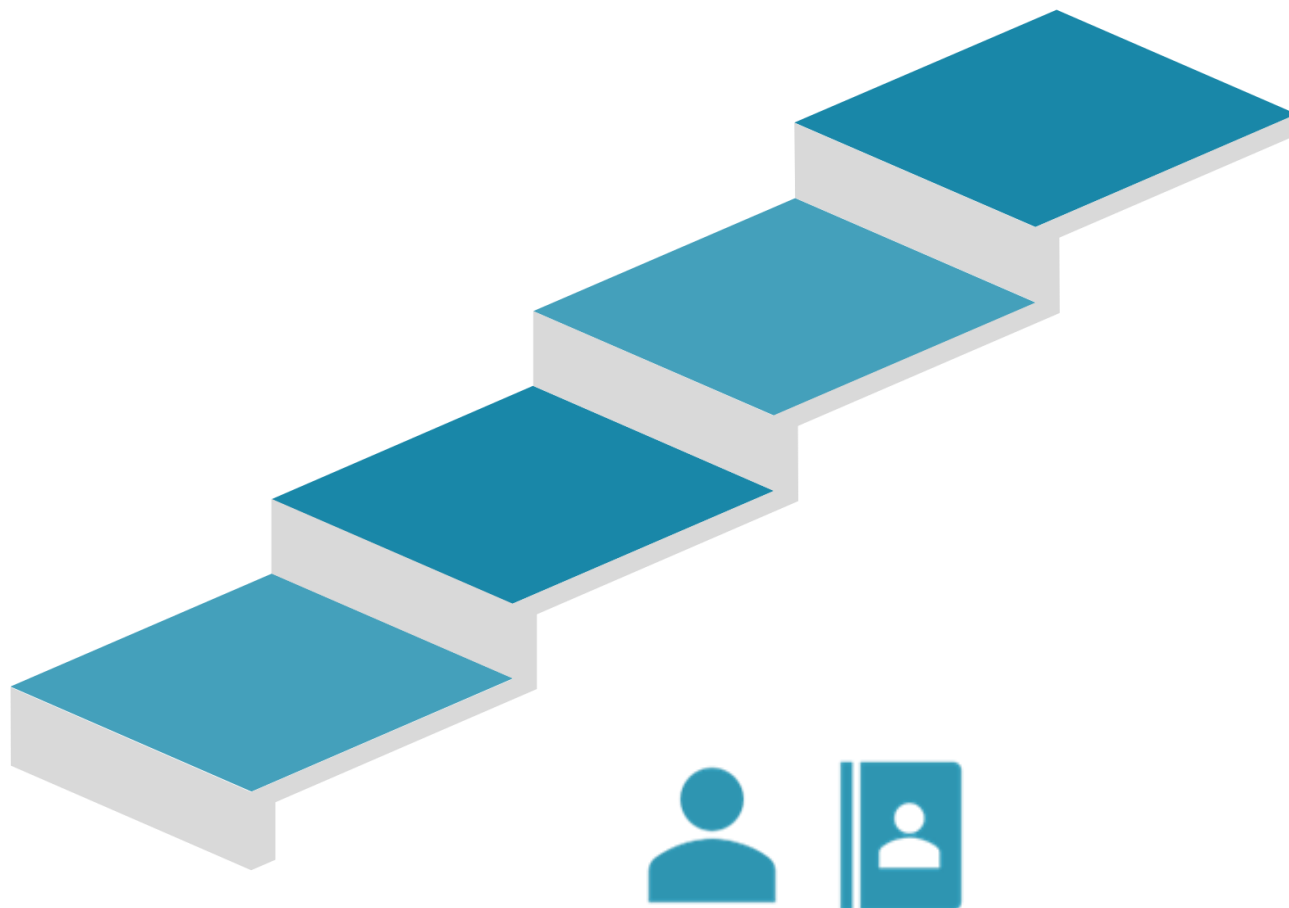
explore the Rationale and Aims of the Drama, Film and Theatre Studies specification

consider how Drama, Film and Theatre Studies may be experienced in the classroom.





# Next steps ...





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**Q & A**





# Face-to-face professional learning experience

- Two consecutive days
- Practical activities
- Bring your portfolio/device
- Wear comfortable clothing





# Collaborate and Create: Activating Learning in DFTS

experience the DFTS specification as a practical, arts-based subject

develop a shared understanding of collaboration and creativity

explore how learning may be activated across the three interconnected strands

recognise the importance of ongoing reflection in this subject





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# Feedback Form



It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

- Albert Einstein

To be continued...



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Thank you for your engagement