

## DRAMA

### Curriculum Intent:

The Drama curriculum enables students to develop their self-confidence through practical interaction with others. Through collaboration, problem-solving and creativity, students will learn the skills needed to become a positive and effective member of the modern world. The Drama department has a rich curriculum and is designed to support all students to unlock their creative potential and success. We aim to use drama to teach students about the rich history of theatre as well as developing performance skills and unlocking transferable skills. Literacy skills are at the centre of the drama curriculum, and these are actively applied and developed through the use of oracy, use of specialist terminology analysis of scripts/texts and critical and thinking skills. The exploration of the wider world combined with enrichment opportunities helps students to make sense of the world around them and attempts to answer some of life's most important questions. We have a rich extracurricular program which includes drama clubs, opportunities to see live professional shows including many opportunities for students to perform and a whole school musical on an annual basis.

### How the curriculum fits in to the College's FABRIC?

#### Focused

- Drama uses student voice and post assessment reflection to respond to topics that interest students
- The Department Improvement Plan is reviewed to improve processes and respond to emerging needs for students/College
- Regular, consistent and timely Departmental Meetings and work scrutiny are used to regulate and evaluate areas that require action
- Students learn to give and receive, constructive feedback, developing their resilience without affecting their confidence and communicate areas that are strong and those that need development to staff

#### Appropriate

- The KS3 curriculum is sequenced to build Individual skills and knowledge, which can then be applied to its audience
- At KS4/5, students focus more on their personal responsibilities such as: learning scripts in a timely manner whilst respecting their peer's input into group work. Planning, time management, communication and collaboration are key skills students must develop to work productively and respectfully with others.

### **Broad and balanced**

- Drama looks at Contemporary and historical Topics to engage and relate to students understanding of the world around them
- Drama incorporates cross curricular schemes of work e.g. Historical Cases and Events (History), References to texts, debate, discussion (English, Politics, RE)
- Develop students' personal skills in: Public Speaking, Teamwork, collaboration, interpretation of works and creative input.
- Drama develops a critical and reflective approach encouraging students to analyse and evaluate both their work and personal input both verbally and written.

**Rigorous** – Challenges and supports all students to be able to know more and remember more

- Targeted Questioning in lessons
- Continual verbal reinforcement
- Differentiated approaches for students to challenge both personal and academic skills

### **Integrated**

#### **Year 7 – Key Focus is building student confidence and the individuals Knowledge of Drama**

Each half term focusses on an aspect of drama that slowly builds confidence and develops students understanding of the foundation of Drama work. The work allows students to devise short and creative scenes with directed skills.

#### **Year 8 – Key Focus is how Drama can affect an audience**

Students deepen their understanding and application of Drama, genre/style and published works and the how Drama affects its audience.

#### **Year 9 – Key Focus is preparation for the specific requirements of KS4 Drama GCSE**

Clear focus on: Practical Devising work, Script work, Drama Knowledge, Written work - describe, analyse and evaluate set texts and Live productions in line with GCSE Drama written framework and requirements. Students are introduced to specific Drama Practitioners that they will encounter at KS4/5

#### **Year 10/11 - Key Focus is AQA GCSE Drama Specification**

Students utilise knowledge of practitioners from KS3 and skills learnt from Devising and Performing to complete the compulsory AQA Components.

#### **Year 12/13 - Key Focus is AQA A-Level Drama Specification**

Students deepen their knowledge of practitioners from KS4 including Social, Cultural and Historical elements, whilst continuing to develop their devising and performance skills in line with the AQA specification.

**Coherent** – there is clear intent about what our students will learn at each stage

- Dramatic Language and Vocabulary is visually/verbally referenced for students at each key stage

- Learning Journeys are clearly displayed in Drama Studios and in students' books.
- Lesson resources and Component resources are shared with students on TEAMS

<b>How we assess learning</b>	<b>Key Vocabulary</b>
<p><b>Assessment in lesson:</b> Verbal questioning /Peer practical assessment / Teacher Observation / Targeted Questioning</p> <p><b>Formal Assessments</b> <b>Practical Performance Assessments</b> Performance Skills: <i>Voice, Body Language, Gestures</i> Application of: <i>Staging, Set, Props, levels, proxemics, Theatre Practitioners and dramatic techniques</i></p> <p><b>Written Assessments:</b> Understanding of Theatre Practitioners and their applications Describe, Analyse and Evaluation of Dramatic works and Live Performances</p>	<ul style="list-style-type: none"> <li>• <i>Key Vocabulary clearly displayed at the start of the lesson and verbally reinforced throughout</i></li> <li>• <i>Key Vocabulary for each key stage clearly displayed in the Drama Studios</i></li> <li>• <i>Students exposed to a range of texts and Theatre Practitioners with supporting documentation located on TEAMS for student access</i></li> <li>• <i>Key Drama websites shared with students for additional research and support</i></li> <li>• <i>Reading is supported through college reading strategies</i></li> <li>• <i>The etymology of vocabulary is taught to aid understanding and application</i></li> </ul>
<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Whole school production develops student confidence, raises exposure of Drama and Live Performance opportunities</li> <li>• Whole School production offers cross curricular and departmental synergy for both students and staff by supporting stage/set/costume design and technical support.</li> <li>• Theatre Trips have clear links to the curriculum and AQA specification for 'Live Production'</li> </ul>	<p><b>Careers Education prepares our students to make informed choices about their futures</b></p> <ul style="list-style-type: none"> <li>• Careers and 'next steps' are verbally reinforced in lesson with supported media</li> <li>• External visitors</li> <li>• Relationships with Performing Arts Colleges</li> <li>• Specific focus lessons on careers and 'next steps'</li> </ul>

- Trips to Performing Arts colleges (Performers College) develop understanding of careers and Cultural Capital

**Our curriculum is underpinned by our values and are expressed through our curriculum**

Pride – Verbal praise and College reward system utilised for students for student's best attempts. This is supported through the planning and approach to devising and performing drama.

Passion – Encouraging students to challenge themselves both personally and academically.

Positivity – Supporting and encouraging each other in individual and group work