

Performing Arts – Drama: Curriculum Intent

Principles and Purpose of the Drama Curriculum

Drama is to provide all students with the ability to collaborate, communicate and develop performance etiquette both in lesson and in the wider world. Students enhance and expose their creative minds to express social, emotional and cultural contents within the curriculum. That through different elements of our curriculum students explore areas of interest. At Key Stage 4 our students engage in workshops, which are delivered by professional artists in the industry, and are introduced to pieces of live theatre throughout their two-year course. The key moments in the students experience and development of a historical context in Drama is taught through practical exploration of text. We aim to provide our students:

- To develop communication in the form of drama
- To have an awareness of social, emotional, historical and cultural contexts
- To develop knowledge and understanding of the processes involved in devising (improvisation)
- To be able to approach text through practical explorations
- To provide students with the learning of drama practitioners and genres

Our co-curricular experience allows our students to get involved collaboratively with other aspects of the creative and performing arts to see how the industry's coincide with each other. The School Production enables our students to get involved in the acting aspects of the show, collaborating with others through cross curricular links such as, musicians, sound and lighting technicians, set designers, choreographer and many other aspects of the industry. Students have the opportunity to work with The National Theatre to encourage the opportunity to express their creativity in weekly sessions, again with different artists in the industry, to grow a project designed and tailored by the students.

Entitlement

We allow our students to express their opinions vocally, to allow students to articulate the visual elements of performance, using subject specific vocabulary, to expand on their language used to describe and explain in a critical manner, in preparation for key stage 4. Students have the opportunity to create, perform and evaluate throughout each component of work they undertake and follow that cycle so they can see and understand their own progress, giving students the voice of their own development.

Coherence

We aim to deliver using a clear building block (scaffolded) learning technique to support development and progression of components through a linear learning formation to allow students topics to follow on from each other through year 7 right up to year 11. Our students learn a wide range of drama skills throughout key stage 3, in each key stage our students explore a theatre practitioner that is accessible for their age-group for example, our year 7 students explore the naturalistic style of Stanislavski, which links to our every-day surroundings this will then progress in year 8 looking at Physical Theatre company, Frantic Assembly. We begin to explore short scene work in year 7 to then further develop their knowledge in year 8 and 9 exploring plays in context. This allows them in key stage 4 to have a solid basis for students to build on their knowledge. They incorporate the academic studies of learning key knowledge every lesson, literature and performance assessments at the end of every component to analyse misconceptions and reward good practice.

Mastery

Students build on mastering level of professionalism in the performing arts culture. We strive to provide our students with the best outcomes and knowledge in learning specific performance criteria and basic life skills of working proactively in a group. Students will become more familiar and confident in key drama specific vocabulary, participate in and gain knowledge and skills associated with this practice. These consist of create and sustain a clear role, as well as responding to a clear role in a scene. With opportunities to improvise, create devising logs as well as work from and write scripts.

Adaptability

The curriculum within the Drama department is coherent and is designed to have the adaptability to enable inclusive learning for all our students. Students will gain an understanding of themselves and others to learn to function collaboratively and explore a range of human feelings but also social situations and moral dilemmas. It is an exceptional way to support and improve anxieties, self-esteem, confidence and general well-being of students so it is therefore important to encourage performance, even though a gradual progression.

Representation

There are various points within our curriculum that allows students to have a broad range of understanding to the wider world and learning about cultural backgrounds. They explore different themes within their narratives to explore characters in different scenarios to understand their thoughts and feelings. Within year 7 our students follow the journey of a character 'Emily' going to Australia and in year 8 develop an awareness of the on-going issues of the Hillsborough Disaster. Drama is highly driven by SMSC which is evident in our year topic of Discrimination in year 9 that follows the issues surrounding Alan Turing and Emily Davison and the movements they made in history. This focuses on developing the Social, Moral, Spiritual and Cultural aspects of a child's awareness and emotional development.

Education with character

Education with character is at the forefront of what Drama provides for our students. Performance should be an exciting prospect and there are opportunities for students of all abilities to share their work. Our vibrant curriculum and co-curricular programme endeavours to foster a culture of performance across all Key Stages within the Academy. These opportunities include weekly co-curricular clubs, school productions, KS4 performances, trips to the theatre and in-school workshops. Drama also helps to prepare students for future careers by developing skills in presenting, problem solving, working with peers, team leading, resilience, ambition and confidence, resulting in well-rounded individuals that can contribute positively to society