

## Drama – Aims/Intent Drama Follows the National Curriculum

*Secondary national curriculum (publishing.service.gov.uk)*

Our intent is that all students should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Students should be able to adopt, create and sustain a range of roles and respond appropriately to others in role. Students will have opportunities to improvise, devise and create drama for their peers and a range of audiences. Students will also learn how to interpret scripts for performance focusing on characterisation and how they manipulate their use of voice to convey meaning. They will learn to work effectively as part of an ensemble to rehearse, refine, share and respond thoughtfully to a stimulus. Students will use formal English to evaluate their own work and the work of others.

### **The aims in Drama are that students will be taught:**

1. To speak confidently, audibly and effectively using Standard English confidently in a range of formal and informal contexts including classroom discussion.
2. To be able to work effectively in groups of different sizes and take on required roles, including leading and managing others, involving others productively within the rehearsal process, and contributing to meeting goals.
3. To develop your ability to listen to and build on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.
4. To be able to plan performance work for different purposes and audiences, including selecting and organising information and ideas effectively for the stage.
5. To develop a range of performance skills in order to use role effectively by adjusting your tone, volume, mood, silence, stillness and action to add impact.
6. To explore stimuli and performance texts, understanding the importance of their social, cultural and historical context.
7. To be able to reflect on and evaluate their own work and that of others.
8. To develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice and understand the career pathways open to them.
9. To always adopt safe working practices.
10. To gain knowledge of a range of theatre skills that are used in presenting a piece of theatre, i.e., make-up, lighting, costume props, etc.
11. To continuously develop specific technical vocabulary through lessons, home learning, booklets, scripts and revision guides.
12. All learners (including EAL/SEND and M.A.) to make strong progress.

### **How cultural capital is enhanced through Drama:**

#### **Personal Development**

Workshops and discussions about careers in drama and information of further and higher education with artists from the industry and alumni. Developing confidence and teamwork through discussions, collaborative work and critiquing professional works.

#### **Social Development**

Students will be made aware of political, social, historical and current affairs through varying stimuli and the analysis of different texts. Students will develop their understanding of society through their exploration of themes, issues, characters, dialogue and language. Students will gain knowledge of classic texts such as, *Lord of the Flies*, *Frankenstein*, *A Christmas Carol*, *Macbeth* and others that further enhance their social mobility.

#### **Physical Development**

Students will develop a great understanding of how to use facial expression, body language and proxemics to convey meaning. Throughout the course students will further develop their co-ordination, self-control and physical fitness. Students will explore their physicality through developing techniques associated with key practitioners. Developing students' sense of identity as performers. Reflecting in their work through self-evaluation and assessment.

### **Spiritual Development**

Arguably, the theatre is born from religion. Students' engagement in Drama can build a sense of community, increase self-knowledge, develop empathy and help create a sense of purpose. Student's study set texts that explore different religions and convey spiritual truths. Spiritual practice and Dramatic presentation can often share common elements: costume, storytelling, a playing space, and an audience. Therefore, our subject helps to embody the sense of community, belonging and the sharing of stories that most religions are connected by.

### **Cultural Development**

Students will explore how theatre has formed in several parts of the globe. Students will also be introduced to the origins of different ways of storytelling from Ancient Greek Theatre to Commedia Dell'Arte. Analysing professional work based on different cultures and texts by multicultural artists. Identifying how meanings/themes/intentions/stimuli are conveyed.

### **Moral Development**

Students will explore plays and stimuli that pose questions surrounding morality. Students will discuss the ethical and morally righteous path in response to set texts and stimuli. Through analysis of texts and stimuli we will endeavour to promote a stable set of social values that can be transmitted between generations. Students will give an opinion of the work of others with a justification for their view. Students will need to abide by the behaviour policy throughout their lesson demonstrating the principles of right behaviour.

### **How students' vocabulary is developed through Drama:**

- Students demonstrate an understanding of key words and vocabulary through their analysis of their work and others.
- Students are encouraged to use technical vocabulary and apply their understanding of terminology through discussions, verbal feedback and in writing, when analysing their own work and professional productions.
- Key vocabulary is used when describing, analysing and identifying the contributions of professional productions.
- From the start of Key Stage 3 students are introduced to key terminology, which is built upon year by year. They are introduced to new terminology, explore this practically and analyse how this is used and evidenced in peers' and professional performances.
- Key terminology grids, booklets and resource lists are provided to students from Year 7 onwards to support students with revision and when writing/analysing dramatic texts.

## **Implementation**

### **GCSE Drama Eduqas:**

Drama is offered as part of the Performing Arts curriculum at the Academy. It is taught in tutor groups at Key Stage 3 (Year 7 and Year 8) and is an option for Key Stage 4 and in the Sixth Form.

### **Key stage 3:**

During Y7 and Y8 Key Stage 3 students have two lessons of Drama over the two-week timetable. All students are given the opportunity to practise their drama skills which they use to explore issues, themes and concepts and create scenarios. They learn to evaluate their own work and the work of others. The students are continuously assessed throughout their dramatic exploration on performance skills, and social skills, and evaluative skills. Students are assessed throughout the year, using peer and self-assessment and success criteria is shared with the students in each lesson, based on taught content. Teachers will follow their long-term planning to ensure the curriculum is well sequenced and students can build on their knowledge, skills and understanding.

### **Key stage 4:**

In Y9, Y10 and Y11, Key Stage 4 students follow the Eduqas GCSE specification. This specification offers the students the opportunity to develop drama skills in acting, improvisation, devising and script work, following a set programme of study. They have the opportunity to develop their skills in directing and the

technical side of drama through the design pathway. Students are assessed throughout the year, using peer and self-assessment and success criteria is shared with the students in each lesson, based on taught content. Teachers will follow their long-term planning to ensure the curriculum is well sequenced and students can build on their prior KS3 knowledge developing and mastering their skills and understanding. All assessments are filmed, and students use recordings to improve progress.

**BTEC Level 3 Specification: <https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html>**

#### **Key stage 5:**

In Y12 and Y13 at Post-16, the students follow a BTEC Level 3 in Performing Arts course. The course aims to prepare students both for Further Education and a place of work in the performing arts industry. It involves the development of performance and research skills through an introduction to work in the performing arts industries and personal development through the practice of key performing arts skills. Students are assessed throughout the year, using peer and self-assessment and a success criteria that is shared with the students in each lesson, based on taught content. Students take part in critique sessions that enables them to take advice from others to refine practice. Teachers will follow their long-term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way. All assessments are filmed, and students use recordings to improve progress.

## **Impact**

Students will leave Drama with developed confidence, the ability to collaborate with their peers and an understanding of how theatre: history, society and culture are intrinsically linked. Throughout their studies of Drama our students will demonstrate good progress from their starting points and become well rounded individuals. This will be evidenced in students' performances, evaluation of drama and written reflection. Furthermore, drama is a key tool in which students gain an understanding of themselves and others. Students can gain confidence in themselves as decision makers and problem-solvers, can learn to function collaboratively and explore, within a supportive framework, not only a range of human feelings, but also a whole spectrum of social situations and moral dilemmas.

Through monitoring teacher's long-term sequencing/planning and students' work, it will be clear that students' knowledge, understanding of Drama and their cultural capital have been considerably enhanced.

The Drama department organises regular visits to the theatre for students and we also invite professional theatre companies into CHA to perform and run workshops. We rehearse throughout the Autumn term for our academy production which takes place in December. There are many opportunities in Drama such as: trips to the theatre, school productions and practitioners' workshops delivered in small groups.

This table outlines the key topic areas covered in **Drama** across KS3-5. They are divided into **creating, performing, and responding skills**. All students should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Students should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

## Curriculum map - subject: Drama

AGE-STAGE	TOPICS (Split up into half terms for KS3 and split into terms for KS4/5)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Introduction to Dramatic Techniques</b> LO: To understand a range of dramatic techniques and how to apply these practically.	<b>Pantomime</b> LO: To explore the key conventions of the style and generate their own Pantomime.	<b>Ancient Greek Theatre</b> LO: To understand the historical context and conventions of this style	<b>Lord of the Flies</b> LO: To explore morality through a classic text using the tools of theatre practitioner: Stanislavski.	<b>Exploring Shakespeare</b> LO: To understand and employ the key features of Shakespeare's plays.	<b>The Play That Goes Wrong</b> LO: To understand the conventions of slapstick and embed these within a contemporary script.
Year 8	<b>Introduction to Genre</b> LO: To understand how different genres are formed and be able to generate these practically.	<b>A Christmas Carol</b> LO: To understand how interpret a text for the stage.	<b>Commedia Dell'Arte</b> LO: To understand the historical context and conventions of this style.	<b>Frankenstein</b> LO: To explore morality through a classic text using the tools of theatre practitioner: Artaud.	<b>World Theatre</b> LO: To explore how different cultures around the world have developed their own styles of theatre and to explore these practically.	<b>The Curious Incident of the Dog in the Night-Time</b> LO: To understand the conventions of physical theatre and embed these within a contemporary script.

GCSE Y9	Introduction to GCSE Drama	Component 1: Devising Theatre (Mock)	Component 1: Devising Theatre (Mock) Component 3: Interpreting Theatre (Mock)	Component 2. Performing from A Text (Mock)	Component 2: Performing from A Text (Mock)	
GCSE Yr10	Introduction to GCSE		Component 1: Devising Theatre (Mock) Component 3: Interpreting Theatre	Component 1: Devising Theatre (Final) Component 3: Interpreting Theatre		
GCSE Y11	Component 2: Performing from A Text		Component 2: Performing from A Text Component 3: Interpreting Theatre	Component 3: Interpreting Theatre		
	Component 3: Interpreting Theatre					
A-level Y12	Unit 2: Developing Skills and Techniques for Live performance		Unit 2: Developing Skills and Techniques for Live performance	Unit 1: Investigating Practitioners' work	Unit 1: Investigating Practitioners' work	Unit 19: Acting Skills
A-level Y13	Unit 19: Acting Skills		Unit 19: Acting Skills	Unit 3: Group Performance Workshop	Unit 3: Group Performance Workshop	

KS3 National Curriculum coverage – Colour code for ease

Devising	
Scripted	
Practitioner	
Style	