



Drama Curriculum Intent

Curriculum Vision

'The word theatre comes from the Greeks. It means the seeing place. It is the place people come to see the truth about life and the social situation. The theatre is the spiritual and social X-ray of its time.'

Stella Adler

Theatre is an intricate part of human history. Mirroring society, it explores the best and worst side of human nature. Students explore a diverse range of theatre styles and genres, enhancing students' understanding of the social and cultural heritage of the world. From the Greek origins of theatre performance, to the contemporary theatre companies, such as Frantic Assembly, students learn the performance and theatre design skills needed to develop both original and pre-existing work from page to stage. The opportunity to analyse and evaluate professional works of live theatre are embedded throughout students' learning to enhance their creative and reflective learning processes.

As drama is a collaborative form of art, students gain vast experience in developing their communication and group working skills. When shaping their ideas, student learn the ability to compromise and create group consensus when working with others. This practice teaches the importance of a cooperative effort, acceptance of leadership, acceptance of differences, and the need for self-discipline and responsibility. Students develop the vital skills required to thrive in life and the arts. The curriculum is underpinned by the fundamental purpose of Drama to enable students to explore emotions and express ideas in a creative and collaborative learning process.

'Regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.' Oscar Wilde

Concepts and Skills

Exploring Drama

- Explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention
- Develop an understanding of the key roles and responsibilities of theatre makers in contemporary and traditional professional practice including: design elements of theatre, practitioners and playwrights, and performance styles, spaces and genres.
- Develop an understanding of social, cultural, and historical context, as well as the contemporary theatrical conventions, in which the performance texts studied were created.
- Analyse and evaluate a wide range of professional performance repertoire using subject specific language and terminology.

Developing Drama

- Develop, rehearse and refine key performance skills through practical exploration of pre- existing work (plays and scripts from a range of different cultures, styles and genres)
- Analyse and evaluate their own performance work and the work of others using subject specific language and terminology.
- Understand theatrical intent and purpose of performance work

Presenting Drama

- Develop a wide range of physical and vocal skills for performance and different theatrical styles including physical theatre, musical theatre, epic theatre, naturalism, pantomime, and mask and puppet
- Present good rapport when performing with others, demonstrating ensemble skills
- Demonstrate meaning to the audience through interpretive skills when presenting a character on stage

Vocabulary

Literacy is embedded within the Drama curriculum and keywords are taught and explained in lessons. Students are encouraged to articulate appropriately using subject specific vocabulary to analyse and evaluate performance work both orally and in written forms.

Some subject specific vocabulary that students encounter and explore in drama are listed below.

Audience	Actor
Body Language	Character
Character	Costume
Design	Design
Devise	Designer
Dialogue	Director
Facial Expression	Interpretation
Gesture	Lighting
Interpret	Playwright
Pace	Practitioners

Homework

Curriculum-aligned homework helps our students achieve mastery in Drama by consolidating and extending what they learn in lessons so that they know more and remember more. It also guides students to build strong independent study habits.

In Key Stage 3, students have Knowledge Organisers as part of their drama homework. Knowledge Organisers are sequenced in line with the curriculum. Students use retrieval self-quizzing, via online platforms, to help embed knowledge in long-term memory so that they know more and remember more. Low-stakes *Do Nows* at the beginning of each lesson strengthen long-term memory by testing cumulative knowledge of previous learning. This is supplemented by our cumulative multiple choice Knowledge Organiser tests at regular points of the year.

At Key Stage 4, homework is designed to support the successful completion of coursework. In Year 10, the focus is on developing skills and producing work, honing research skills. In Year 11, students concentrate on completing further research and writing written analytical reflections to demonstrate their progress and final outcomes.

This helps our students achieve mastery in Drama Students who need extra support to achieve mastery are supported by our 10:10 programme for Drama and all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in Drama is sequenced coherently so that concepts and skills are developed over time, with students exploring how theatre was created from its origins in Greek Theatre to modern theatrical productions. Students develop the analytical and practical techniques necessary to become confident theatre makers. Our planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory, and the curriculum supports students of all learning styles and abilities, especially SEN students through practical modelling, scaffolding and embedded assessment for learning. Students will reflect on their learning and progress through regular self and peer assessments in addition to detailed teacher feedback to support them refining and mastering their performance skills. Exposure to live theatre via recorded examples in class and trips to the theatre will enhance and enrich students' knowledge and experience of drama and theatre, developing high standards in their aspirations and outcomes. This is further enhanced by our Supper Curriculum Programme and our strong community links with local and national theatres and professional practitioners' who regularly work with our students in and outside the classroom environment.

Regular practical assessments are embedded within the Drama curriculum using digital cameras in the classrooms to allow students to review, reflect and evaluate their practical application of skills and techniques developed in class. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of-year assessments which are cumulative. Vocabulary is developed in Drama through the Frayer Model and students are taught to read, write and speak like a dramatist and theatre-maker. Technology is explored through our use of stage craft and design, and technical theatre including stage lighting and sound editing facilities to facilitate creative learning. The strong cross curricular links with English Literature and Language, Art and Design, and History are explicitly referenced and exploited in order to deepen understanding. Learning character is developed each lesson through the use of the six Learning Applications with particular focus on students' use of Creativity and Collaboration which are vital for progress both academically and professionally within Performing Arts Industry.



Impact

Key Stage Three

Through studying the Key Stage Three curriculum, students will be able to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will understand the key roles and responsibilities of theatre makers, practitioners, and playwrights, as well as the design elements of theatre, and various performance styles, spaces and genres. In addition, they will develop an understanding of social, cultural and historical context in which the performance texts were created. The students will learn to analyse and evaluate their own work performance work and the work of others using subject specific language and terminology as well as analyse and evaluate a wide range of professional performance repertoire using subject specific language and terminology.

Students will have developed a deep knowledge of exploring, developing and presenting drama, and be able to apply this knowledge both theoretically and practically as performers, designers and theatre-makers. Students develop all the Lapps but especially their Collaboration and Creativity skills through group performances of both original and pre-existing works. All opportunities to develop numeracy are fully exploited in context, especially in the exploration of the theatre design element embedded in the curriculum. Cognitive Theory is interleaved throughout the drama curriculum so that students gain a knowledge of how they learn and manage their cognitive load through regular self and peer-assessments/performances gaining the skills and experience they need to become reflective and resilient learners.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of responding, developing and presenting drama. They will develop their knowledge of how and why theatre is created, and the creative intent and purpose of dramatic work through social, historical and culture references. They will be able to how to develop a play from page to stage. Students will develop of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and technique. Students will also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Their progress in Drama is recognised through their GCSE/BTEC entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.