

Curriculum Summary for Drama

Drama Department Vision

Our ethos and moral imperative to provide quality education in Drama

Learning experiences in Drama are something that students should remember, ideally treasure, for life. They are vital opportunities to engage, explore and express. To gain and expand knowledge. To practice, experiment with and to master skills. To learn ideas and concepts from the best theatre practice across time and across nations, to learn how these work – and even subvert them. To truly collaborate and become absorbed in drama with enthusiasm, creativity and critical awareness, always keen to move progressively upwards and onwards, always keen to dig deeper.

Every decision we make in developing, enhancing, reviewing, deepening and keeping relevant a drama curriculum must be made in the best interests of the child. Each decision must be made to enable every child, regardless of socio-economic and cultural barriers to value learning, to invest in themselves as theatre makers. Each decision must be made to help a child understand how the arts help us de-code, question and understand the strange and complex human world. How theatre, in particular, is a force for change, that it can hold that mirror up to both the beauty and brutality of nature, that it can produce felt responses that resonate, often for years. Quality drama education should make us enquiring, active learners and citizens, rejecting homogenous, mainstream values that do not embrace diversity, do not question, put individualism first and serve to uphold assumptions that it is not worth attempting to make necessary social change.

INTENT

Our aim - progressively building student knowledge, understanding, analytical practice and performance/design skills via a well-chosen and clearly articulated curriculum, where teaching and learning is appropriately structured and sequenced – and delivered by subject specialists with consistency and passion.

Over two years, the KS3 Drama curriculum should empower students with declarative knowledge and procedural knowledge that maintains their understanding and appreciation of performance through adulthood, and an open mind-set to transfer and cross-relate knowledge and practice to other curriculum areas and wider life.

Over five years, extending into GCSE study, we should foster a life-long appreciation of the arts, aware of how meaning is collaboratively created and communicated and how quality live performance can, should and must make audiences think and feel.

With this in mind, it would be a disservice to our students not to extend learning experiences, professional links and enquiry through access to quality live theatre. We will value every opportunity to develop and sustain professional relationships with arts practitioners coming into school but, financial constraints notwithstanding, stand by the power of entering that auditorium, of first reading the stage space, of being present within that social gathering that sees and hears that piece of theatre live, as intended, as **felt**.

Our structured learning and feedback must ensure that students understand, appreciate and can analyse and review the artistic intention of the performance art they make and the professional theatre they are taught, pinpointing the techniques and conventions of how it is made and why it can produce a range of intended responses in the audience. Our students must be able to reflect on their feedback and own analysis, understand their progression and so be happy to take on aspirational targets that can take them into deeper thinking and deeper learning, into greater creativity, insight and perception – so to higher achievement in GCSE Drama, and transferring skills and understanding to other subjects and to Further and, hopefully, Higher Education.

IMPLEMENTATION

The curriculum will be facilitated through:

- Teachers teaching using the TfE model.
- Classroom practitioners embedding robust routines for classroom management.
- Teachers providing feedback in line with the assessment policy. At KS3, 'live feedback' is used in the lesson to help students improve their work. Evidence of the impact of this feedback is demonstrated through improving results for both modes of performance examination.
- Key focus on improving Drama literacy from KS3 upwards, enabling students to assess as Drama critics both verbally and in extended writing.
- Structured talk; giving the students the opportunity to discuss their learning.
- Giving the students the opportunity to discover 'social music', through frequent use of ensemble activities.

IMPACT

The impact of the curriculum will be measured by:

- Exam results being in-line with national averages, for all student groups.
- Quality performances through recordings, supported by written artistic intentions in Devised Drama portfolio and Concept Pro Forma.
- The number of students participating in extra-curricular activities, including supported twilight rehearsal to improve assessed performances, Y9-11.
- The quality of performances in showcases.
- Students using drama vocabulary to articulate their opinions about the performances they create and see, including comparing professional cultural capital to their own creations.