

Drama Intent Statement

Intent

Our curriculum must deliver an experience of performance across a range of historical periods, genres and styles. Students will develop a range of theatrical techniques through a range of themes. Narratives and stages. We also want this subject to play a valuable role in developing well rounded young people by increasing confidence for communication, fostering creativity, encouraging problem solving and nurturing empathy that enables positive relationships.

Goal for every student

The curriculum is designed to give students an opportunity to engage with the subject practically and theoretically. The goal is that every student gains a firm understanding of what drama is through staging, script-work, the devising process, reflecting on their own performance and evaluating the work of others. Our objective is to develop an appreciation, respect and enjoyment for drama, and be able to equip some of the skills they learn to apply in other subjects. We are committed to ensuring students understand the value and importance of drama in the wider community, and are able to use their performance skill, knowledge and experiences to involve themselves in drama in a variety of different contexts.

The learning cycles focus on either script-work, from page to stage, or developing their own performance referring to a range of styles, genres and techniques. All topics are followed by assessment tasks and a GEM task. KS3 assessment tasks are based on KS4 question stems to enable students to become familiar with and master the different skills required at GCSE right from the start of their drama studies.

Implemented pace

The Drama curriculum is well planned and sequenced in a way to allow students to build their skills and understanding while exploring drama through a variety of forms, styles and conventions. The curriculum develops mastery and is challenging whilst remaining inclusive and supportive.

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Greek Storytelling	'Macbeth'	'Harry Potter'	'Ernie's Incredible Illucinations'	'Oliver Twist'	Style study: Documentary Drama
8	Shakespeare Study	'Brian The Christmas Tree'	Melodrama V's Realism	'Bugsy Malone'	Devising: Introduction	Style study: Stanislavski
9	Commedia Dell'Arte		'DNA'		Style study: Brecht	
10	Introduction to GCSE: General Knowledge and devising development	Component 1: Play study – 'Blood Brothers', exam preparation	Component 3: Text in Practice – 'Blood Brothers'	Component 2: Style and Genre and Performance Development	Component 3: Monologue development	Component 2: Introduction to Devising Unit
11	Component 2: Devising Component, Coursework focus	Component 2: Devising Performance focus	Component 3: Text in Practice Performance focus	Component 1: Understanding drama exam focus	Component 1: Understanding drama exam focus	

Impact

The GEM tasks ensure appropriate challenge for each student whether it is securing knowledge, developing practical and vocal skill or providing opportunities for analysing and/or evaluating drama and its effect. All students, through

Talk for Writing strategies, develop their skills to write extended pieces of work when analysing choices made by either themselves as actors, their peers as actors or professional actors.

All students will leave:

- ☐ With an understanding of how drama has developed over the years and the different styles, genres, techniques, “ways” of exploring, developing and producing drama within the UK and around the world
- ☐ With practical performance skills, physical and vocal.
- ☐ Being able to collaborate and communicate with other students effectively when developing a piece of drama.
- ☐ With skills such as problem solving, perseverance, team work, time management, organisation, responsibility, cultural history, listening skills, confidence, social skills, self-evaluation, interpersonal skills and a sense of achievement. All skills will enable them to succeed in the next chapter in their education