

## Curriculum Overview – Drama

### Intent

Like all the arts, Drama is a learning experience which supports the intellectual and emotional development of young people. Through drama a special kind of learning takes place which is not always available in other areas of the curriculum. Through active involvement in imagined roles and situations, students engage in direct experiences, experiences which challenges their thinking, makes demands on their language and helps them to work creatively together. Drama can also be used to help students to grasp concepts, explore complex issues and solve problems.

We believe that Drama should allow students to express themselves in a safe and supportive environment, as they understand and appreciate the benefits of team work, communication and creativity. In Drama students learn through many different methods, including scriptwriting, devising their own material and interpreting pieces of script. Being able to work effectively as part of a group is an essential life skill and this is something we strive to instil in our pupils. Finally, we also create an atmosphere where students work with a high level of independence, creativity and a willingness to take risks.

The overarching **concepts** for Drama at Shaftesbury School are:

- **Communication**
- **Empathy**
- **Creativity**
- **Commitment**
- **Analysis and Evaluation**
- **Exploration**
- **Constructive Criticism**
- **Independence**
- **Collaboration**

## Implementation

In KS3 drama lessons consist of the basic skills of devising, performing and responding to performance. Students will focus on physical and vocal skills and will experiment with a range of drama techniques, conventions, genres and styles. As students move up Key Stage 3 the content of lessons will vary and allow students to not only explore scripts, but also devise and write their own material allowing them to create their own content and explore various themes. Students will apply their practical skills within rehearsals and performances and analyse and evaluate their own work and work of others. The curriculum is varied, challenging and ensures that a range of skills are developed, whilst students are nurtured to encourage creative, confident and independent learners.

In Key Stage 4 students follow the AQA GCSE course; they will learn to develop their performance skills, have the ability to analyse and evaluate the work of live theatre makers, create devised drama, interpret and perform plays and develop their knowledge and understanding of stage design aspects, including lighting, sound, costume and set design. Students will work both practically and theoretically as they develop their understanding of drama and the theatre. Students will gain the confidence to pursue their own ideas and reflect and refine their efforts. Skills learnt within Key Stage 3 will continue to develop and improve and the importance of written work will be a focus of the course. Students will have access to a wide range of theoretical materials to support the written element of the GCSE which will allow them to develop their vocabulary in preparation for Component 1. Disadvantaged students will be positively supported through directed questioning and 1:1 assistance within the classroom. Regular written responses will allow students to develop their language and analysis and evaluative skills; marking and feedback on this work will be pivotal in supporting students - challenging, inspiring and developing their skills even further. Without doubt, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

‘There is a balance in all good teaching between formal instruction of content and skills, and giving young people the freedom to inquire, question, experiment, and express their own thoughts and ideas. In creative and cultural education, this balance is essential. Creative learning requires creative teaching.’

**Creative and Cultural Education; All Our Futures: A Summary, NCA 2000**

Curriculum Overview (Knowledge and skills)						
Term	1	2	3	4	5	6
Year 7	<b>Introduction to drama</b> – Students will learn and develop a range of basic skills, exploring different styles and genres.		<b>Devised from a Stimulus</b> <b>Darkwood Manor</b> – Students devise their own pieces about a haunted manor.		<b>Script Analysis</b> <b>Private Peaceful</b> by Michael Morpurgo Students work on performing and directing pieces of script	
Year 8	<b>Devised from a Stimulus</b> <b>The Briefcase</b> – Students devise their own content from a range of stimuli.		<b>Script Analysis</b> <b>Macbeth</b> – Exploring Shakespeare		<b>Script Analysis and Non-Naturalism</b> <b>Teechers</b> by John Godber	
Year 9	<b>Physical Theatre</b> – Students explore a range of practitioners and exercises before studying ‘The Curious Incident of the Dog in the Night-time’.		<b>Script Analysis</b> <b>Two</b> by Jim Cartwright A two handed play where students will multirole and experience playing a variety of characters.		<b>Devised from a Stimulus</b> <b>The Phipps Case</b> – Students devise various scenes and create scripts based upon a newspaper article	
Year 10	<b>Component 1</b> Students practically and theoretically study ‘Blood Brothers’, their set text, for the Component 1 written exam. Students will visit the theatre and develop their understanding of live theatre makers whilst also developing their analysis and evaluative skills to write their live theatre review for the written exam.				<b>Component 2</b> Students will start to create and devise their own performances. They will also analyse and evaluate their work in the form of a Devising Log.	
Year 11	<b>Component 2</b> Students will complete rehearsals and perform to a live audience. Devising Logs will also be completed.		<b>Component 3</b> Students will perform two extracts from one play for an examiner. <b>Component 1</b> Students will revisit and revise Blood Brothers and Live Reviews		<b>Component 1</b> Students will revise for and sit their written exam	

## Impact

**By the end of Key Stage 3** students will be able to recognise and use various drama techniques with confidence and creativity. Students will be able to analyse and interpret scripts as well as create original devised material. In addition, students will be able to play a wide variety of clearly defined characters and demonstrate their knowledge and understanding of a number of different skills, techniques, genres and styles of performance. Students will be able to write more confidently about their dramatic intentions and performance skills, whilst also evaluating their own and others work. Students will be able to express their opinions with growing confidence and work productively and positively, both individually and in groups

**By the end of Key Stage 4** students will be well rounded performers with a detailed knowledge of the processes of creating live theatre; they will have a thorough understanding of how meaning is communicated, through both performance skills and design aspects. Students will feel confident analysing and evaluating their own work and that of others and will be able to use theatre terminology effectively.