



## PERFORMING ARTS

### Drama

#### **Why is the study of Drama important?**

Through Drama, pupils are encouraged to step outside of their comfort zone and develop their interpersonal skills whilst developing their skills as independent learners. This will lead to creative performance work and increased cultural appreciation. The Drama curriculum supports the wider school curriculum by developing oracy, problem solving and evaluation skills to a high level. The most successful learners will become leaders as well as being able to explore complex issues, generate thought-provoking work and evaluate work in detail. The schemes of work will encourage an interest in the performing arts and the many themes and topics covered, building pupils' cultural capital.

In Drama we practically explore performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. We also use dramatic techniques to explore issue based work relating to personal development and moral/ethical dilemmas. In Drama we require learners to question the purpose of performance and the intention of a range of practitioners, theatre and companies and playwrights in their creation of performance work.

The course gradually builds pupils' skill set from the start of year seven onwards, each unit designed to help them access future work and support their personal development. In year nine pupils have a skill set that enables them to begin accessing more difficult concepts before formal assessment begins in years ten and eleven. Key skills such as discussion, group development, evaluation and presentation/performance, are developed and assessed persistently throughout years seven to eleven.

This drama course is designed to foster interest and enthusiasm whilst giving pupils freedom to develop their own ideas within a framework.

The key stage three course will continue to encourage good numbers of pupils to opt for Drama at KS4 by continuing to deliver a dynamic, relevant and challenging curriculum that engages pupils and prepares them to some extent for the rigour of KS4 Drama. The KS4 course, as well as generating good levels of attainment, will continue to encourage a good number of pupils to study the performing arts beyond high school.

Learners explore their own creative intention and develop their personal performance skills in expressing their thoughts and ideas through the medium of drama. Students are encouraged to express their personal views within group work and through the creative choices they make about their devised drama and/or scripted work. Learners will perform their work regularly in order to develop their confidence and develop a strong understanding of the audience

experience. Student's study of Drama will encourage them to think deeply and help them to effectively express themselves— a great life skill that all universities and employers will appreciate.

Lessons will provide a wide range of opportunities for practical workshopping, developing performance material, staging extracts and performing work to other members of the class. The Drama classroom should be brimming with practical opportunities for students to express themselves and share their ideas with others.

Big Questions such as why people create performance and the intended impact on their audience will be considered through study of this subject. Learners will develop their understanding of how performance has changed over the centuries and consider the reason why this might be. The study of Drama will encourage learners to question the purpose of performance through the analysis of ground-breaking performance companies such as 'Frantic Assembly'. In Drama, learners will explore playwrights that have a very clear intention for their work such as Mark Wheeler who uses his scripted texts to explore current issues such as drink driving and eating disorders. Students will extend their understanding of how playwrights may use their work to make social comments, such as can be seen in 'Blood Brothers' by Willy Russell and DNA by Dennis Kelly. Exploration of all these key concepts will have a practical focus, which will allow students to develop their own practical skills at the same time.

### **What skills will the study of Drama teach you?**

As a citizen in this world, students need to know how to work collaboratively with other people, express their personal views, understand their view of others, and communicate clearly. Performing Arts provides a framework for understanding people through the analysis of characters, playwrights and live performance work; as well as the opportunity to work collaboratively to create work that will express their own ideas.

Drama will teach students to:

- Apply physical and vocal skills to communicate a character
- Analyse the effectiveness of your own use of body language and vocal expression
- Express your ideas within a group during collaborative creative tasks
- Develop physical control through the development of performance work
- Speak clearly to an audience of people
- Communicate ideas through the application of drama techniques

### **What will you know and understand from your study of Drama?**

- Practitioners have an intention for their work and there is often a political or social meaning within the work.
- There are many different styles of theatre and that have been developed with different approaches and intentions
- Practitioners have developed a range of different approaches to match the intention of their work

- The importance of considering your audience in the creation of performance work
- To articulate the aspects of a piece of performance that they like/dislike and why
- Understand the response from your audience and adapt their work to increase the clarity and effectiveness

### **How does your study of Drama support you in other subjects?**

Drama develops skills for collaborative learning. It encourages you to solve problems independently of the teacher, working as a team with other pupils. It helps to build confidence and creativity as well as improving oracy, literacy and general communication/interpersonal skills.

### **How can you deepen your understanding of Drama?**

The Drama department offers lots of great opportunities for students to really engage with this fabulous subject. All pupils are invited to attend Drama Club, which runs after school once per week and all pupils have the opportunity to take part in the School Show and the end of year Performing Arts Showcase. This will give the opportunity to experience the exhilaration of performing to an audience and has the added benefit of being a great way to build friendships and have fun. Throughout all of the year groups, there is also the opportunity to work 'behind the scenes' by joining the production team as part of the technical or design crew.

In addition to this, pupils also have the opportunity to participate in and deliver performing arts workshops with our feeder schools. At KS4, students engage in work with professional companies and artists that are brought into school to deliver workshops and performances. There are also opportunities to attend live productions and all pupils are given the opportunity to access Digital Theatre and other live streaming services.

In addition to opportunities within the school, Outwood Grange Academy Trust also organises Trust wide events for our most passionate performers. This is an opportunity to work with other performing arts students from across the Trust on large scale performances with 500+ performers. These events are held at large scale venues and give the opportunity of performing on a large stage in front of family and friends.

To ensure the curriculum in Drama is knowledge rich and offers learners significant opportunities to expand their knowledge of the subject, all learners must cover the following within their year 7/8 curriculum:

Shakespeare – All students studying Drama must be exposed to a minimum of one Shakespeare text, including the plot, language characters and cultural context.

Genre/Style – All students must be exposed to at least one genre/style within their Performing Arts curriculum. For example, Melodrama, Commedia Dell'Arte, Physical Theatre, Naturalism in Drama. They should develop a practical understanding of the genre, as well as the historical context and key practitioners/choreographers.

Contemporary Practitioners – In Drama, all learners must explore the work of one contemporary playwright, for example, Willy Russell, Jim Cartwright, Mark Haddon, Dennis Kelly, John Godber. Learners should understand the intention of the playwright, the genre of the piece, and have the opportunity to use blocking skills to stage a section.

Professional Work – All learners must be exposed to three pieces of professional work or 'existing repertoire'. They should have the opportunity to view the work and carry out activities to allow them to analyse the intention and success of the piece.

### **How are you assessed in Drama?**

Throughout the Drama course, learners are assessed using the Performing Arts assessment objectives which ensure that students can cumulatively build their subject understanding in preparation for future GCSE/Technical Award and A Level study. In year 7 and 8, assessments are based on a combination of practical workshops, creative work, performance and evaluation. Performance work will be recorded to allow the opportunity for students to review their own work and set appropriate targets for progression. Assessments in KS4 will incorporate written work, which will be assessed against the criteria for the chosen specification. There are 6 assessment points each year that we term Praising Stars©. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Drama curriculum. Assessment work is standardised across the Trust to ensure a strong understanding of the age related expectations in Drama.

### **Key Assessment Objectives**

#### **Creative**

Development of devising techniques to enable the creation of meaningful Drama performance work.

Development of dialogue that is appropriate to a role.

Understanding of how to stage text in a way that communicates meaning.

#### **Performance**

Performing drama work with skill and accuracy.

Communication of a character using physical vocal expression.

Delivering script in a way that communicates meaning.

#### **Evaluation**

Analysis of strengths and areas for improvement in performance work.

Understanding of how skills have been used to enhance the work.

Target setting to enable progress going forward.

### **How can Drama support your future?**

As well as the many careers within the field of performing arts, drama can also improve the skills required for other, seemingly non related careers. Do you want to be a politician? You will need to work on speaking for a range of purposes with confidence, which we do in drama. Do you want to be a builder? You will be working as part of a team collaboratively and problem solving, which we do in drama. The list is exhaustive as drama not only builds your cultural capital but enhances invaluable life skills.

### **Curriculum Progression Pathway**

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
7	Growing Pains	World War One	Clowning & Slapstick	Romeo & Juliet	Genre Based Script Work	The Terrible Fate of Humpty Dumpty
8	Growing Old	World War Two	Commedia Dell'Arte	Hamlet	Short Scripts	Our Day Out
9	Alcohol & Responsibility	Be The Change	The Curious Incident of the Dog in the Night-Time	Macbeth	Pop Culture	Too Much Punch for Judy