



Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and are keen to make a positive difference to the world they live in.

Drama

Intent *Explain what is distinct about Drama and why it is important for our students to study it.*

Drama adds quality and challenge to the lives of students, making them question and reflect on their own feelings, thoughts and values as well as helping them to respect the views of others. It provides an opportunity for students to explore and understand different forms of expression, gain a sense of personal identity, appreciate our diverse cultural heritage, and to be creative. Drama education can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and ambitions that they might not otherwise have means to express. A student can, if only for a few moments, become another, explore a new role, try out and experiment with various personal choices and solutions to real life problems faced by characters in literature or historical figures. This can happen in a safe environment where students feel they can discuss and analyse the outcomes of this experimentation.

Skills *Detail the wider skills that Drama can deliver to our students, helping to prepare them for leaving RLS.*

Not only will students learn the skills and techniques to be successful in all areas of the performing arts, the key skills developed in Drama are also ones which will contribute to the wider success of students. Students will learn skills in 5 strands; performing, devising, responding, production and life skills. These include: creativity, teamwork, evaluation and performance through a range of contexts. Success in drama will build wider confidence and social skills, which are invaluable to our students' whatever path they may choose. Students who have participated in Dramatic activities are less likely to have difficulty speaking in public, will be more persuasive in their communications, both written and oral, will be better able to put themselves into others' shoes and relate to them, and will have a more positive, confident self-image. Participation in Dramatic activity requires self-control and discipline that will serve the student well in all aspects of life. Students in Drama will learn to work together, to cooperate, to find the best way for each member of a group to contribute, and to listen to and accept the viewpoints and contributions of others.

Purpose of Study *what this means for our students and their future*

Drama is a subject that has been proven throughout the years to be an intrinsic component of a rounded curriculum and the high-quality drama lessons taught at RLS will ensure our students are provided with the tools they need to succeed both in the performing arts and in the wider world. Developing creativity, confidence and resilience is invaluable for students wanting to pursue the performing arts; change the world with science or to simply be successful in a job interview. Our curriculum allows students to explore and understand the wider world and all of those within it.

Aims *define what this means for our students and their future*

Our Drama curriculum aims to ensure all pupils:

- Perform, watch, review and evaluate performance work from a wide range of practitioners, cultures and historical periods.

- Learn the skills needed to perform both existing repertoire as well as devise their own performances with their peers. In addition, experience the opportunity to explore lighting and sound technology, costume and set design and other opportunities within the performing arts world of work.
- Understand how drama is created, directed and communicated through the use of skills and techniques such as: facial expressions, body language, tone of voice, still image, cross-cut and thought track alongside many others.

In addition, we aim for Drama students to develop tolerance and empathy and to think about their place in the wider world. In today's increasingly polarized and intolerant culture, the ability to understand others' motives and choices is critical. Drama can help build responsible global citizens.

Assessment KS3

During KS3, students will be assessed on key skills completing 1-2 performance assessments each term. These assessments will look at the students' progress against their learning goals for that term. These are based around four strands of learning (Performing, devising, analysis and life skills). An example can be seen below. Students are aware of their learning goals from the start of the term and can therefore track their own progress throughout each scheme of work. Subject teachers will also plan lessons based around these learning goals and adapt their teaching to suit the level of progress being made and respond to any common misconceptions and areas that need further teaching. By analysing their progress against these learning goals, students are also developing the skills needed to understand the marking criteria used by exam boards in KS4.

	1-3	4-6	7-8	9
Learning Goal 1	To be able to describe what physical theatre is and perform using body as prop	To be able to explain why we use physical theatre non-naturalistic techniques and demonstrate using two or more techniques	To be able to safely include lifts and balances that have meaning and are effective in a piece of physical theatre	To be able to use a wide range of Physical Theatre techniques to tell a story including synchronized movement
Learning Goal 2	To be able to follow basic safety measures during a Physical theatre lesson	To develop teamwork skills in order to communicate with a group to ensure safety	To be able to safely carry out advanced lifts and balances	To demonstrate an excellent and considered understanding of the importance of safety in performance
Learning Goal 3	To show focus when rehearsing for a performance	To contribute ideas during rehearsal that develop the final performance	To take a lead directorial role during rehearsal showing developed communication skills	To show consideration when taking on a directorial role by listening and taking onboard the ideas of others

KS4

Students are assessed regularly according to the AQA or Pearsons BTEC assessment matrix. There is regular marking and moderation within the dept. Teachers adapt teaching, resources and delivery to respond to any common misconceptions and areas that need further teaching.

Rationale *Explain Drama's rationale for the sequencing of the Drama curriculum. Why are KS3 and KS4 taught in the order that they are*

A broad and balanced curriculum in Drama must encourage self- confidence, collaboration, creativity and the ability to respond to the work of others. Drama is not on the National Curriculum so we work alongside the Arts Council National statement strands for Drama – Making, Performing and Responding with the addition of production and life skills. This shapes the sequencing of our schemes of work for each year group in KS3.

In year 7, students will learn the basic drama skills and techniques through a range of topics that will also develop both their ability to understand and empathise with others as well as develop crucial life skills such as teamwork and confidence. Students will also begin to evaluate both their own and the work of others through self and peer feedback.

In year 8, students will revisit the knowledge they have learnt and begin to build on this through the incorporation of more advanced drama skills and techniques such as physical theatre. They will also begin to apply these to wider context and repertoire and explore how we can understand and evaluate professional performance work as well as a playwright's artistic intentions.

In year 9, students begin to explore the world of work in the performing arts. They will apply the knowledge they have gained over KS3 and begin to explore topics such as theatre in education and film making. By the end of KS3, students will have gained knowledge and developed skills in 4 strands: performing, devising, understanding and evaluating and life skills and have an understanding of how these skills can be applied in the real world.

In KS4, students will follow the AQA GCSE curriculum. Students will get the opportunity to revisit, apply and develop the skills they have learned in KS3 and apply these in three areas: understanding drama, devising drama and text in practice. The specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. In year 10 we work on building collaborative skills for students who may have not worked together before. We do not enter any year 10 students in for real exam components during this year however we have a walk and talk written paper mock alongside the school PPE timetable to build confidence and knowledge for the real thing in year 11. We introduce devising and script work in readiness for the exam components in year 11. Students are encouraged to apply knowledge and understanding when making, performing and responding to drama. Students will:

- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performance
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

Our Drama curriculum is enhanced through having excellent, purpose-built facilities, including two specialist Drama Studios with industry standard sound and lighting systems.

Beyond the curriculum, students have a range of opportunities to be involved in performance and enrichment activities. These include the various productions put on by the school, including the main school production. This year's productions of "C.H.I.P.S" by Simon Harvey and 'The Sad Club' by Luke Barnes saw actors, musicians and technical crew impressing audiences with 2 very different plays, providing 2 nights of comedy and powerful drama, food for thought and fantastically catchy music. For more on extra-curricular Drama please see the Creative Arts page in the Extra Curricular area. There is also a range of theatre visits open to students, both to provincial theatres and to the West End.