

**Curriculum Statement - Drama**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

Throughout Key Stage Three and Four Drama, we endeavour to engage and challenge students with a series of exciting and thought provoking schemes of work that will deepen their understanding of drama techniques and build an awareness of real and artistic worlds around them. Our students will gain knowledge that is transferable to a variety of other subjects within the school curriculum as well as skills that are crucial in lifelong learning: teamwork, leadership, presentation, problem solving, and confidence to voice and develop their opinions.Classroom learning links to the wider world of theatre through observing and exploring the works of practitioners and theatre companies, as well as by investigating the wealth of job opportunities available within the arts sector.

**Curriculum Implementation**

**Through Transition**

At Pewsey Vale School, drama workshops are a key element of transition programmes provided to year five and year six pupils from primary feeder schools. Pupils attending transition events will explore the school’s core values through cross-curricular drama workshops. Through collaborative activities individuals will be supported to develop a rapport with other pupils, find their voice in a new peer group, build resilience and confidence, and establish skills in drama prior to studying it as part of the Key Stage Three curriculum. Pupils will also deconstruct preconceptions of life at secondary school to address concerns and misconceptions, so that all individuals can transition to Pewsey Vale School equipped with accurate, and positive knowledge of what life at secondary school truly entails.

**Through Nurture Provision (Individual Needs)**

The Drama department recognises that not all individuals wish to be in the limelight. The year 7 curriculum is designed with this in mind; pupils begin their learning journey by participating in games and exercises intended to improve confidence, whist developing basic skills for performance. Movement and vocal skills are introduced in subsequent topics.

Lesson activities are differentiated to cater to the needs of all pupils across year groups. Stretch and challenge tasks are displayed on PowerPoint slides in lessons, and pupils are frequently presented with a choice of activities which allow them to tailor their learning to suit their interests and/or abilities. Writing frames, vocabulary support sheets and wall displays are available to support all pupils in their written work.

**Through Enrichment**

Extra-curricular drama activities are available to Key Stage 3 and 4 pupils in Drama. These include opportunities to participate in the Christmas Carol Concert, end of year performance, and drama clubs, which run at intervals throughout the year. Pupils are also actively encouraged to engage in open evening, transition and theatre trip events. Individuals and groups who wish to invest additional time in rehearsals for classwork performances outside of timetabled lessons, can arrange to do so with their class teacher.

**Through Teaching, Learning & Assessment**

Pupils’ comprehension of theory and concepts is checked frequently during lessons through written work and questioning. For practical work, all individuals are formally assessed at least once per term and informally assessed during rehearsals. All pupils are assessed in their ability to evaluate drama in writing at intervals throughout the year.

In Key Stage Three, students learn basic skills for performance and study several genres of theatre. Knowledge of drama theory, skills for devising and skills for scripted performance are integrated into topics throughout year’s seven to nine.

At GCSE, pupils study a number of theatre practitioners and devise their own performances pertaining to each style. Students are required to complete portfolios to illustrate the devising process and to justify their artistic choices. They will also evaluate their work to identify the extent to which their artistic intentions are achieved in performance. In groups, pupils select, rehearse and perform extracts from a script to demonstrate their understanding of dramatic style, form and to realise the playwright’s intentions. Pupils will receive opportunities to view live theatre performances also will study a set text; following these experiences, they will practise responding to exam style questions, which allow them to demonstrate their ability to realise, analyse and evaluate theatre.

In the lower school, pupils are assessed in the areas of ‘Rehearsal and preparing to perform’, ‘Performing’ and ‘Evaluation and written work’ using the Key Stage Three Assessment Framework for Drama. In the upper school, the GCSE Drama grading criteria (WJEC, Eduqas specification) is used to assess pupils.

Pupils are encouraged to extend their drama learning outside of the classroom environment; additional activities and videos are provided to support this on the Student Share drive, which pupils can access on school computers or using the remote access system on their home devices.

Scheduling of lessons across both Key Stages

|  |  |
| --- | --- |
| **Key Stage 3**  | **Lessons/Week**  |
| Drama  | 1  |

|  |  |
| --- | --- |
| **Key Stage 4** | **Lessons/Week**  |
| Drama  | 4 |

**Through promoting Literacy**

Practical work is punctuated by written work throughout Key Stage Three and Four. Pupils are actively encouraged to develop their critical evaluation skills in writing, and develop their use of a range of drama vocabulary through analysing and evaluating elements of theatrical design, individuals’ own performance work, and the work of others.

**Through homework**

Home learning tasks and projects at Key Stage Three allow pupils to transfer their knowledge of theory to wider contexts, apply their learning independently outside of group work situations, and embed and revisit areas of learning. At times, home learning tasks will prepare pupils for upcoming lessons in order to accelerate progress during classroom learning.

At Key Stage Four, pupils will conduct research into theatre practitioners, play texts, and performance themes. Home learning will also include writing portfolios, recording notes on live theatre productions and revising their learning of the GCSE set text.

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11.
* Progress and attainment data for current year groups.
* Destinations data.
* Attendance data.
* Behaviour logs.
* Engagement in enrichment activities.
* Student voice.
* Progress towards the Gatsby benchmarks.