

Drama Curriculum Intent



We believe that students should have access to a broad and ambitious Drama curriculum, which embeds skills and knowledge of the performance process and allows a love of the performing arts to grow and develop. Students should also be provided with a curriculum that supports the development of key life skills such as confidence, oracy, working as a team, analysis and reflection and creativity.

Our drama curriculum will give students the opportunity to:

- develop core transferable skills that underpin successful drama
- devise creative and imaginative performance
- apply a range of conventions and styles to structure innovative performance
- interpret and perform a range of existing scripts applying their own artistic vision
- develop evaluative skills embedded with subject specific language
- appreciate live performance
- participate in a range of performance genres, through performance and technical support
- design imaginative set, costume, sound, lights, make up and props to enhance performance
- understand the process of devising, rehearsing and reviewing performance
- in talk, articulate and express their ideas, views and opinions about a wide range of topics and issues clearly, confidently and respectfully
- develop their individual character, including their confidence, resilience and independence contributing positively to the life of the school
- explore contemporary issues, in a safe environment
- empathise and engage with others outside their own social, cultural and historical setting

The Regis 10 are constantly referenced, worked towards and achieved in our Drama curriculum with R1 (Be Respectful), R5 (Be Determined), R6 (Be Resilient) and R7 (Be Creative) being our personal motto for every lesson.

What students should know and be able to do

Entitled to powerful knowledge

We feel passionately that every student can and will benefit from a Drama curriculum because of its ability to excite, encourage, entertain and support. At TRS students are given the opportunity to engage with a range of stimuli to develop critical and creative thinking skills, adopt a role, take part in improvisation, devise scripts and use drama forms and strategies effectively to explore and present ideas. They will experience live and recorded drama, and respond to a variety of texts, and will begin to develop an appreciation of theatre styles and vocabulary. They can explore characterisation through the use of masks, costume, props, puppets and electronic media and learn to evaluate their own and others' work. The subject is cross-curricular linking to what classes are studying in other classes, using subject specific vocabulary and supports the learning of new and different cultures and traditions. While specialist skills and knowledge are taught, students are also given important opportunities to develop their confidence and oracy thus preparing them for real world situations.

Knowledge is diverse, inclusive and representative

Our curriculum is designed to support the growth of the individual and aims to support specific needs and interests, as well as different strengths and weaknesses. Our KS3 curriculum is planned to build confidence and corner stone skills sets which will allow learners to develop transferable skills. The curriculum covers the key components of Drama techniques and builds physical, vocal, communication, ensemble and creative skills. Students also learn about Drama from different perspectives; exploring lighting, sound, costume and set design, as well as directing and stage management. As students' progress through the school, the curriculum becomes more skill and knowledge heavy. Genres and practitioners from around the world are studied, opening students minds and giving them an exciting insight into the cultural capital of drama and theatre. Our expectations are that students consistently challenge themselves and take risks in the creation and performance of drama in their lessons using the knowledge and skills they build throughout KS3, KS4 and KS5. Students are encouraged to watch, analyse and evaluate a mixture of different live and recorded performances therefore opening their eyes to the possibilities of Drama.

Education with Character

In our ever-changing, complex world, the young people of today need to develop the knowledge, skills and strength of character to empower them to create their own bright future. We strongly believe that the purpose of Drama education is to help our young people be the best they can be and so we try to provide every child with the powerful skills that will help them in the real world. Oracy and literacy is fundamental to a successful future and so in Drama students are encouraged to read, listen, argue, debate, research, challenge and question. Our selected subject content supports children to develop their knowledge of complex issues, giving them an informed voice in a changing world. Our carefully put together curriculum provides students with new areas of interest and opportunities to explore spirituality, morality and culture.

How students acquire this knowledge

"The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way."

Coherent whole

We aim to deliver a coherent curriculum that uses scaffolded building blocks that support development and progression through a linear learning formation. Curriculums have been created using knowledge and skills required in Y13 and then have been mapped out backwards to ensure that each year group's learning supports what comes next. Year 7 begin with basic dramatic skills such as still images and narration, giving them baseline drama techniques they can use to begin to create stories. This knowledge is then reexplored in more depth as they progress up through the school, with the introduction of practitioners and more complicated ideologies and practices. By the end of KS3 students have already learnt the basic skills required for Y10, how design works and how analysis and evaluation of performance happens. Students begin their Drama journey in Y7 exploring very structured tasks, with specific expectations and outcomes. This then progresses onto more independent work (R8 – Be Independent) preparing students for KS4 when they are expected to create work independently. Students also explore a range of scripts which progressively become more challenging as the child moves through the school.

Acquire and apply

We strive to provide our students with the best outcomes and knowledge in learning specific performance criteria and basic life skills of working proactively in a group. Students will become more familiar and confident in key drama specific vocabulary, participate in and gain knowledge and skills associated with this practice. As students progress through the school, prior knowledge is revisited and reviewed to allow students to build a more confident understanding of their practice and then progress onto mastery.

Adapt and improve

Adapt what is taught: Our curriculum is designed to be adaptable for each cohort, each class and each individual. We know and appreciate that every student has different strengths and weaknesses and different ways of learning and our curriculum supports this. Our curriculum has been created to be adaptable to suit each individual learner to ensure they can strive for greatness. In Drama, we respond to enthusiasm and passion and encourage students to explore areas that interest them the most should this be performance, design, direction or stage management.

The content taught offers valuable opportunities to adapt to what is current in the world around them, encouraging meaningful discussion, curiosity and discovery.

Adapt when it is taught: The curriculum is carefully sequenced to ensure students continue to build on knowledge and skills previously learnt. Students are constantly encouraged to draw on what they have learnt so far and consider how it can be applied to different works. As students progress through KS3, preparation begins for if they choose to continue with Drama at GCSE level. More theory work is taught, as well as how to analyse and evaluate theatrical performances. At GCSE, students are introduced to different genres, styles and practitioners, developing an understanding of how performances are planned, created and performed. This continues to be developed at KS5 with a more in depth focus, leading students on a journey to mastery. Where additional time needs to be spent on a particular area, this will take priority over moving onto the next unit to ensure students have a fully developed and coherent understanding.

Adapt how it is taught: Although the core content and fundamental skills of the curriculum are delivered to all students, we recognise that students learn differently and respond differently to certain approaches. In Drama our curriculum is created in a way so that teaching it can be adapted depending on the class, cohort or individual. We recognise that not all students respond well to being asked to perform and perhaps need more assistance and support in the way they learn to get the most out of Drama. Our curriculum therefore aims to teach our students using different learning outlets; performance, exploratory rehearsal, theory, written, debate, etc.

Improve: Curriculum development is an ongoing process that is constantly being updated and refreshed so that it supports the needs of our students and aids whole school principals and focus. Teachers of Drama work collaboratively to ensure the curriculum is continuously improving and providing the best Drama education that is suited for our students. Assessment is used constantly to identify gaps in knowledge and to check for understanding but also to ensure the curriculum remains impactful, interesting and exciting.