



### Why we teach what we teach

Drama offers students a means of self-expression, creativity and skills-based education to improve transferable skills for their future and to also critique the world through an artistic lens. We encourage learners to think beyond what they know, to challenge cultural norms and to explore the world around them. At Dallam School, we believe that Drama should offer its students the chance to develop both skillset and their theoretical knowledge of Drama and Theatre, aiding in developing well-rounded persons of the future. Drama equips pupils with means of practical exploration and alternative ways of communicating with others. During lessons students will formulate opinions on the world around them, research with dramatic inquiry and workshop ideas in relation to a stimulus, students will encounter various styles of performance work with many different purposes. Lessons are fuelled by inquisitiveness and a desire to think about possibilities and concepts through the medium of action and doing.

Our Drama curriculum immerses students in the different practitioner styles of Theatre, encouraging confident and independent thinkers, who can create original work and critically analyse professional repertoire. Drama is a cultural experience that we can all partake and share in, the diversity, inclusion and celebration of Drama remains quintessential to the fabric of life.

### Core concepts

At KS3, we want to create a safe environment for students to explore and think creatively in a practical space. We want students to begin to learn the skills of performing, analysing and evaluating their own skills and that of their peers. We hope to foster a building of confidence and resilience through practical workshops, exploring the self and the space around them. We want to lay the foundations for GCSE/A-Level skillset including physicality, voice, gesture, movement and interactions with others

At KS4, students' complete skills-based workshops on the AQA GCSE specification including vocal skills, physical skills and interactions with others, to confidence boost and prepare them for the physical demands of the course through to KS5. Students study a set text in preparation for the written examination in year 11, dramatic inquiry, context, plot, characterisation and a live theatre evaluation to get students thinking critically about staging a text, giving them ownership of the design and opportunity to describe how they would act within the play. We lead workshop style sessions where students explore different styles of theatre and influential practitioners such as Brecht, Stanislavski, Berkoff and Artaud. Giving students the opportunity to partake in industry workshop sessions, teaching technique, skill refinement and alternative ways of working.

At KS5 we want to further build on skills and techniques from KS4, looking at performative skills such as rehearsal techniques, the devising process and working as an ensemble to gain deeper level thinking and insight into our students as practitioners' not just performers. Through the study of the practical texts, we give students opportunities for independent practice, research and skills associated with this, such as validating sources of information, meeting deadlines and organisational skills in preparation for higher education. Two set texts for the final written exam, which incorporate socio-political views of the playwright, forging an opinion on time period, historical relevance and independent research. The texts offer an appreciation of literary greats and is taught in a seminar style in preparation for higher education after Year 13.

### How our curriculum builds over time

Focusing on the concepts of performing, devising, creating character and evaluating performance work, students will embed and develop their dramatic knowledge from KS2 and begin to think about the basics of characterisation and storytelling to an audience. As the curriculum progresses students will begin to show confidence and progress in creating character and in their knowledge of dramatic techniques. Devising and practitioner style builds on these concepts to get students thinking originally and creatively about the world around them.

It is our vision that, as our curriculum develops, students will begin to build a theatrical set of skills which will stand them in good stead for their futures. Allowing them to undertake performances, adapting text, applying practitioner styles, independent research, all whilst being aware of the topics and issues around them.

<p><b>Key ingredients of a lesson</b></p>	<p>In Drama lessons, you can expect</p> <ul style="list-style-type: none"> <li>➤ A climate that encourages educated risk taking, the ability to learn and get things wrong and an environment that fosters creative thinking and challenging of norms.</li> <li>➤ A structured approach to teaching and learning</li> <li>➤ Students being ambitious and creative, responding and giving feedback to aid in the creation of work and the refinement of skills.</li> <li>➤ A wide variety of activity-based learning, incorporating workshops, styles of theatre, devising projects alongside self-reflection, live theatre reviews and influences of professional repertoire.</li> <li>➤ Students given the opportunity for practical development of skills and the acquirement of knowledge through dramatic theory.</li> <li>➤ Passionate and enthusiastic teachers who love what they do.</li> <li>➤ Access to a wide and varied curriculum.</li> <li>➤ Influential pedagogy and content in line with industry changes and influence.</li> </ul>
<p><b>How we assess the knowledge, understanding and skills of students</b></p>	<ul style="list-style-type: none"> <li>➤ Learning formulates in two main strands in drama, dramatic skill and dramatic theory. All schemes of work culminate in a final performance with evaluation/reflection.</li> <li>➤ We assess in formative ways through the development of skill, questioning, demonstration of skill (physical/vocal), including performance features such as cross-cutting, split scene, thought tracking or essence machine.</li> <li>➤ Learning is assessed based on a mark scheme with bands. These bands focus on language much alike the AQA mark schemes for GCSE and A-Level. The language includes Emerging, Developing, Secure and Excellence with targets set and next steps established in collaboration with the students.</li> <li>➤ Students have the time to be able to appraise their own/peer progression and then act on the feedback given.</li> </ul>
<p><b>How we provide cultural capital and extra-curricular opportunities</b></p>	<ul style="list-style-type: none"> <li>➤ We are excited to launch school productions – both performers and backstage crew including lighting, sound, costume, set design and props, giving all students an aspect of involvement.</li> <li>➤ We plan a residential trip to London, seeing professional theatre which enables our students to reflect and implement into their own works. Participating in workshops with companies such as the Royal Shakespeare Company.</li> <li>➤ Visits from professionals who are working within the industry to deliver insight into being a working theatrical professional and offer advice on careers and pathways</li> <li>➤ We run regular theatre trips (particularly for GCSE and A-Level) for the live theatre review section of both examinations.</li> </ul>
<p><b>How we provide stretch and challenge enrichment</b></p>	<ul style="list-style-type: none"> <li>➤ We run a school Drama club for KS3, overseen by our subject leaders in Year 13. We put on an A-Level and GCSE showcase – Devised Performance Evening to a live audience to celebrate the hard work of our students and their devising unit.</li> <li>➤ Open evening, we utilise Year 10/11 works to showcase to potential year 7's this allows students to perform to a different range of audiences.</li> </ul>
<p><b>How we adapt our curriculum to meet the needs of all students</b></p>	<ul style="list-style-type: none"> <li>➤ Our classes are mixed ability groupings to scaffold learners of all abilities.</li> <li>➤ Practical work can be scaffolded in a variety of ways: performance tasks can be simplified in terms of detail, mixed ability learners to complete practical content, differentiated stimulus material and through workshopping/directed feedback.</li> <li>➤ Written tasks can be supported through writing frameworks, group mind-mapping or through visual representation such as costume/set design. Requirements for tier 3 vocabulary and high standards of presentation are routinely challenged.</li> <li>➤ SEND pupils and those of exceptional ability are challenged and supported</li> </ul>
<p><b>How we link our subject knowledge to the world of work and further study</b></p>	<p>We aim to support our students who wish to go into the Dramatic arts as a career or for higher education. To do this, students will encounter the different roles and responsibilities of the dramatic industry including stage management, lighting, sound, performing, advertising and producing. Through a series of careers schemes within the curriculum, students will also get the opportunity to work as directors, performers and technology experts. Students will gain experience through school productions and trips, being able to communicate with working professionals within the industry at events and professionally led workshops with theatre makers and companies.</p>
<p><b>How we provide personal development for students</b></p>	<p>We want our students to be:</p> <ul style="list-style-type: none"> <li>➤ Resilient and courageous</li> <li>➤ Communicative</li> <li>➤ Collaborative, able to work as part of a group</li> <li>➤ Self-expressive/self-evaluative – students should celebrate being themselves.</li> <li>➤ Awareness of the world around them</li> <li>➤ Well-rounded individuals who are accepting of culture, beliefs and traditions.</li> <li>➤ Informed and reflective learners that see the diversity and inclusion in the world and strive to be the best that they can be both in terms of academia and morality.</li> </ul>