



Quality of Education
Curriculum Intent Statement
Subject: Drama



CURRIUCLUM VISION

Drama supports the English Curriculum in the delivery of reading, writing and speaking skills. We promote a world view using drama as a tool to explore social, political and religious surroundings and explore issues in a safe environment, providing students with a platform to discuss, perform and share their findings. Providing Drama each week means that they are not only building their curriculum knowledge, helping boost academic results, but they are also developing coping mechanisms for life in and out of school. We also provide opportunities for children to focus on themes and topics such as relationships, bullying and community, providing a wholesome learning experience.

At Bedale High School we aim to provide a curriculum for drama that explores other cultures, drawing on the skills and techniques of past practitioners and looking at contemporary theatre to develop an understanding of the world around us. It is our intention to inspire and motivate children's creativity, allowing them to find their voice and open up their imagination. We aspire to provide a space where students can explore challenging themes in a safe classroom environment, which aims to build skills such as **self-confidence, commitment, empathy, compassion, courage, peer engagement, emotional resilience, problem solving and self-esteem**. These co-inside with the values and ethos of the school which is to develop students to strive for **commitment** by helping them to excel when challenged, have **compassion** and develop an emotional understanding when exploring text and characters and **courage**, to approach a wide range of public speaking with confidence.

CURRICULUM RATIONALE

Students at Bedale High School participate in weekly, high quality drama lessons, have the opportunity to attend the theatre to experience live performances and to participate in a range of practical performance opportunities and productions throughout the academic year. We offer extra-curricular with activities ranging from vocal and physical exercises to develop technique, script work and improvisation. All of which are all predominantly student-led; thus, encouraging creativity, co-operation and concentration alongside developing a wide range of skills in an informal, mutually supportive and vibrant atmosphere.

KS3 has been developed to naturally lead to the **BTEC Tech Award in Performing Arts** and allow students to build on their prior knowledge to succeed to their highest ability.

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying acting as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

What does the qualification cover?

The BTEC TECH Award in Performing Arts gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- **Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli**
- **Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance**
- **Attitudes that are considered most important in the Performing Arts including personal management and communication**

- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- **A Levels as preparation for entry to higher education in arrange of subjects**
- **Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.**

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- **Study at Level 2 post-16 in arrange of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve**
- **Study of Performing Arts post-16 through the study of a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the performing arts sector.**

The BTEC Tech Award in Performing Arts is a **3 year course** starting in Year 9 (September 2020) and consists of 3 components:

Component One: Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

Assessment: internally assessed assignments Weighting: 30% of total course

During Component 1, students will:

- explore **performance styles, creative intentions and purpose**
- investigate **how practitioners create and influence what's performed**
- discover **performance roles, skills, techniques and processes**
- **Component Two: Developing Skills and Techniques in the Performing Arts**

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

Assessment: internally assessed assignments Weighting: 30% of total course

During Component 2, your students will:

- take part in **workshops, classes and rehearsals**
- gain **physical, interpretative, vocal and rehearsal skills**
- apply **these skills in performance**
- reflect on **their progress, their performance and how they could improve**

Component three: Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course

To achieve this aim, your students will:

- **use the brief and previous learnings to come up with ideas**
- **build on their skills in classes, workshops and rehearsals**
- **review the process using an ideas and skills log**
- **perform a piece to their chosen audience**
- **reflect on their performance in an evaluation report**

Students currently in Year 10 and 11 (2020 – 2021) are following the AQA GCSE DRAMA specification.

The AQA GCSE Drama specification serves to engage and encourage students to become confident performers through the development of many invaluable skills, both theatrical and transferable that they need for a bright and successful future.

Students will learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

What does the qualification cover?

- **All students devise drama.**
All students explore texts practically and work on two text-based performances.
- **All students work towards a written examination which uses a variety of question styles and asks students to combine what they've learned about how drama is performed with their practical experience and imagination.**

What can the qualification lead to?

This specification ensures continuity for students progressing from GCSE Drama to AS and A-level Drama and Theatre.

Students who go on to AS or A-level are already familiar with studying a whole set text for the written paper. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts.

All of these aspects feature in the AS and A-level Drama specification as well as the GCSE.

The GCSE Drama qualification is a **3 year course** starting in Year 9 and consists of 3 components

Component 1: Understanding Theatre (40%)

1hr 45min written paper

The written paper explores the set text *Blood Brothers* by Willy Russell and a Live theatre performance.

Assessed externally.

Component 2: Devising Theatre (40%)

Students create a performance around a given stimuli and accompany this with a 2,500 word devising log.

Assessed internally.

Component 3: Text in Practice (20%)

Students explore and perform two extracts (scripts); this can be either a duologue, monologue or a group performance.

Assessed externally.

The impact of our curriculum is to create individuals who are able to build on skills such as communication, teamwork, dialogue, negotiation and socialisation. It stimulates student's imagination and creativity; it develops them to have a better understanding of human behaviour and empathy with situations. It allows development of critical thinking and supports students making better and more conscious decisions.