

Quality of Education



Curriculum Intent Statement

Subject: Drama and the Performing Arts

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 and the Performing Arts 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 in Years 7 to 9 at Bedale High School participate in weekly, high quality, practical 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 activities ranging from external and internal vocal and physical workshops to full-scale productions. 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 **AQA GCSE DRAMA COURSE** which begins in Year 10 and allows students to build on their prior drama and performance knowledge to succeed to their highest ability.

Course content

This is a highly practical and immersive qualification designed for students who have a passion for performing, creating and working as part of a team.

The AQA GCSE DRAMA course is a 2-year course starting in Year 10 (September 2023) and consists of 3 components:

Unit 1: Understanding Drama

Students will practically explore one set text in preparation for the written examination taken at the end of the course in Year 11. Here at BHS, we study the text, Blood Brothers by Willy Russell. Students will learn how to analyse live theatre and develop an understanding of key roles and responsibilities within the professional theatre.

Unit 2: Devising Drama

Students will learn how to create and refine their own original work and how to develop their ideas to create meaning in a devised theatrical performance.

Unit 3: Texts in Practice

Students will rehearse and perform from a scripted piece of theatre. They will develop skills in teamwork, characterisation and how to realise artistic intention in a text-based drama.

How will students be assessed

Unit One:

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

Unit Two:

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

Unit Three

- Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

What skills will students develop?

Students will develop a range of skills which are attractive to employers, colleges and universities including:

Communication

Confidence

Resilience

Learning independently

Organisation

Problem solving

Research

Self-discipline

Stamina

Taking on responsibility

Time management.

Prospects Post 16

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising.

Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career. As a creative subject with a focus on application, there is no written exam.

***Students currently in Year 11 (2023 – 2024) are following the PEARSON BTEC L1 /2 TECH AWARD IN PERFORMING ARTS (2022 specification)**

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 L1 /2 in Performing Arts gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The 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 2-year course starting in Year 10 (September 2022) 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**

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.