

Subject Curriculum Information Pack



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KS3 Curriculum Intent



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Curriculum Intent - Drama

The Drama Department at Pedmore High School is part of the Faculty of Creative Arts, which also includes the Music and Art Departments. Our 5 year Drama curriculum is broad and ambitious, rich in skills and knowledge and immerses students in a range of styles. Our rationale for the Drama Curriculum has a clear focus - enabling young people to become confident, empathetic and independent thinkers, who will be able to create original performance work and critically analyse professional and non-professional repertoire. Drama is vital for communicating with others in school and in the wider world. Through studying Drama, students will develop skill in speaking, listening, reading and writing - central to being able to participate in, and contribute successfully to, society and employment – whatever the ultimate career choice. Students should have the opportunity to develop a wide range of knowledge and skills within their Drama education at Pedmore, working ambitiously to professional industry standards.

Students in Year 7 have one hour of Drama on their timetable each week, with Years 8 and 9 continuing to advance their Drama skills through one lesson each week of Performing Arts – where students will study a series of projects that organically combine the disciplines of Drama and Music. The two years of Performing Arts study are a unique opportunity for students to build on the basic Drama and Music skills that they acquired in Year 7, as well as developing a holistic understanding of the relationship between the two art forms. By the end of Key Stage 3, students have a firm foundation of Drama skills, knowledge of a repertoire of approaches to performance as well as a secure understanding of how theatre developed as an art form. Because we choose to study one topic over a whole term, this allows students to explore and develop their skills at a greater depth and attain a higher level of understanding.

The increasing level of challenge and complexity of enquiries together with careful sequencing ensures consistent progression across lessons, Schemes of Learning and Key Stages. At Key Stage 3, students are exposed to appropriately challenging themes and content that will enable all students to access the GCSE in Drama. Drama at Pedmore is exciting, interesting, practical and varied. Students have opportunities to devise their own work, use drama techniques to explore themes, issues and ideas, interpret the work of playwrights and theatre practitioners and realise text. Practically they develop their physical and vocal skills in performing to an audience and explore how meaning is communicated to an audience through choices of form, style and convention. Students develop both a theoretical, as well as practical knowledge of drama. They respond to a wide and diverse variety of stimuli, exploring a range of social, cultural and historic contexts. They also learn how to evaluate and analyse their own work and the drama produced by others including the work of professional theatre makers. In all projects, Students will be encouraged to develop an objective appreciation of their own work and that of others, always demonstrating respect and empathy.

In Year 7, students begin by studying the story and characters of 'Antigone' by Sophocles, and explore the origins of Drama - Greek Theatre. Students will develop key physical and vocal characterisation techniques from which to build. Key Drama vocabulary is introduced. There will be opportunity for students to improvise in role, create and structure their own performance, as well as learn about Greek Theatre techniques such as the use of masks and choral speaking. In the Spring Term, Year 7 students will explore a range of Shakespearean plays, characters, language and acting techniques with a practical focus. The intention is for students to make connections to the study of Shakespeare being delivered in English at this time, and further strengthen their knowledge, skills and understanding of both subjects. The final term in Year 7 enables students to explore a variety of approaches of interpreting script for performance –decoding textual clues for a more detailed, nuanced character portrayal. The themes in the playtext 'The Terrible Fate of Humpty' will challenge their understanding of life in the outside world, and will require students to participate with a high level of maturity, embracing the holistic study of the theatre.

During Year 8, where students have one lesson each week of Performing Arts, students study the musical 'Annie', followed by 'Film Trailers' in the Spring Term and 'Artaud and Surrealism' in the Summer Term. The Autumn term project allows students to directly combine their music and drama skills for the first time. Students apply the learning embedded in Year 7 and working towards a polished, whole-class, condensed version of the famous American Musical with an invited audience. 'Film Trailers' is a highly physical project where students will learn a wide variety of un-armed stage combat moves, developing key skills and knowledge of the discipline with a view to creating and filming their own Movie Trailer. Alongside developing and perfecting their own choreographed fight scene, students will also have the opportunity to compose their own soundtrack to the imaginary film that the scene is from. Students will then learn about the history of Surrealism, taking part in practical workshops where they will learn about the key techniques of Surrealist practitioner *Antonin Artaud*. Students will also explore extracts of the surrealist play 'Metamorphosis' by Stephen Berkoff. In music sessions, students will explore the surrealist movement and the composer Philip Glass. Students will develop their own performance and explore creating a surreal percussion score. At this point in Year 8, students are studying Surrealism in Art – meaning that further meaningful connections can be drawn between art forms.

In Year 9, students have the opportunity to hone their textual analysis and Musical Theatre skills in the Autumn term with the Musical 'School of Rock'. As their skills develop, so too does their knowledge of the Performing Arts industry as we prepare students who are wanting to work in this field. This is the rationale behind the Year 9 Spring project 'The Audition Process'. The final project in Year 9 culminates in a Devising project, where students will be able to apply their learning across Key Stage 3, and develop a piece of original theatres. Having explored a wide range of theatrical approaches, students will have

autonomy to draw upon their personal creative preferences in readiness for GCSE. They will also have the opportunity to investigate the technical and design roles within the industry and approach the Devising project from this point of view.

Throughout the Key Stage 3 Drama curriculum, students are assessed on the ideas that they contribute to discussion and the process of creating drama. All practical elements are assessed on students' ability to create and perform each discipline with accuracy, flair and creativity. We are passionate about the importance of providing students with an assessment model that is reflective in both focus and weighting to that of the GCSE in Drama. Therefore, GCSE question-stems are used throughout Key Stage 3 to form 40% of each termly assessment. All assessments and teaching quality are regularly quality assured in the form of a Creative Arts Faculty 'Health Check' which is facilitated by the Head of Faculty.

During Year 10 students will revisit previous skills taught and deepen their understanding of these, embedding them in both exam technique and practical work. Students will complete Component 1 in which they are required to create a devised piece in response to a stimulus. In addition to this, they will write their Log Book to support their practical submission, analysing and evaluating the process and their final piece. Year 11 students will focus on exam technique for the written paper, providing opportunities for students to respond to exam questions based on the exam text 'The 100'. Students will build on learning from the important written component of the Key Stage 3 assessment model. In the Spring Term, students will watch a Live Performance and analyse this through teacher led and class discussions in readiness for their written exam. Finally, students will prepare for their practical exam -Texts in Performance - in which they will perform two extracts of the same play for an examiner.

Our aim is that on completion of the GCSE Drama course at Pedmore, students have developed detailed knowledge and broadened their skillset in all aspects to Drama. We strive to prepare students for the next stage of their education and aspire for them to continue their training. Our pathway in to the Invictus BTEC Level 3 Performing Arts and A-level in Theatre Studies , equips our students with the relevant skills to go on to prestigious destinations within the performing arts sector. Through the study of GCSE Drama, students should be able to devise, perform and analyse drama and theatre as an art form.

A holistic engagement with drama and theatre should have informed their development as creative and artistic individuals, and enrich their aesthetic, social and cultural capital.

Students will be given the opportunity to see professional live theatre performance in every Year of their Drama Education – this is essential in students' cultural and social development, as well as significantly enriching students' learning within Drama. We may invite theatre companies into school, or, where possible, students will have the opportunity to go and see a performance at a theatre.

Students are able to participate in a residential stay in our annual Creative Arts trip to Ingestre Hall. The beautiful Grade II listed Jacobean Mansion, set in the spectacular Staffordshire countryside, is the UK's only centre specifically for Arts Education. Students will enjoy a range of workshops from industry professionals in art forms of their choice (Photography, Art, Drama and Music). This is an exceptional opportunity within curriculum time.

We are passionate about enabling students to have contact with professional actors, and as such, we organise for acting workshops to take place facilitated by actors working on stage and in film. This enables students to understand the possible pathways into acting, and other related performance careers. We provide an exciting range of extracurricular opportunities within the Drama Department:

- Take part in our school productions - learn how the disciplines of dance, drama and singing combine for powerful theatre. All students very welcome
- Aspiring actors can audition for our elite theatre company - we compete in the All-England One Act play festival in March 2020
- Study for the LAMDA acting exam – suitable for all ability and experience levels. You will receive written feedback from industry professionals

Become a Drama Ambassador – lead the way as a performance, costume, make-up, sound or lighting mentor. There is the opportunity to teach others and share your skill.

It is a common misconception that Drama is for those who want to be 'actors'. In fact it is a subject like the other arts, drawing on imagination and feelings and helps us to make sense of the world. Drama is a creative and cultural activity. The language of theatre is international, understood by everyone. It provides an opportunity for pupils to explore the world of people from other places, times and cultures, and to examine differences and similarities with their own environment. Drama has its own history and body of work, much of which has a unique and important place in our cultural life.

Year 10 Curriculum Assessment Map



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Curriculum Assessment Map: Year 10 Drama

	Autumn Term	Spring Term	Summer Term
Topic	Devising – GCSE Drama component 1	‘100’ GCSE exam play text – GCSE Drama component 3, section B	Live performance evaluation – GCSE Drama component 3, section B
Key Learning & Skills	<p>Design route:</p> <ul style="list-style-type: none"> • creating clear and practical design (e.g. creating plans/plots/diagrams/sketches) with consideration to practical application of materials and production elements • adapting designs in response to rehearsals • using visual/aural elements to create mood and atmosphere and style • using, applying and combining design skills to contribute and support the performance as a whole • apply design skills effectively within the context of the performance <p>Performance route:</p> <ul style="list-style-type: none"> • rehearsing and learning lines; adapting work in response to rehearsals • characterisation. Vocal and physical skills • communication with other performers and with the audience <p>Performance and design route</p> <ul style="list-style-type: none"> • Health and safety awareness and application • making appropriate judgements during the development process • communicating intention and creating impact to an audience. • understanding of style, genre and theatrical conventions. 	<ul style="list-style-type: none"> • analyse and evaluate the work of theatre-makers • analyse and evaluate the ways in which • understand how the meaning of a text might be interpreted and communicated to an Audience • understand social, historical and/or cultural contexts including the theatre conventions of the period which the text was created and performed • analyse and evaluate how performance and production elements are brought together to create theatre 	<ul style="list-style-type: none"> • analyse and evaluate the work of theatre makers • form critical judgements about live theatre based on their understanding of drama and theatre • recognise and understand how theatrical choices are used by theatre makers to create impact • understand how the meaning of a text can be interpreted and communicated to an audience
End points	<ul style="list-style-type: none"> • apply knowledge and understanding when making, performing and responding to drama • explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • develop a range of theatrical skills and apply them to create performances • work collaboratively to generate, develop and communicate ideas 	<ul style="list-style-type: none"> • develop as creative, effective, independent and reflective students able to make informed choices in process and performance • contribute as an individual to a theatrical performance • reflect on and evaluate their own work and that of others • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice • adopt safe working practices. 	
Informal (formative) Assessment	<ul style="list-style-type: none"> • Informal sharing and spotlighting of practical work • Practical workshop style ‘GRIT’ tasks • Observation of small group discussion and rehearsal • Peer and self-assessment of performance work in rehearsal • Formative teacher questioning • Self, peer and teacher feedback on work towards mock exam / portfolio answers and vocabulary checks 		
Formal (summative) Assessment	<ul style="list-style-type: none"> • Written (or spoken) analysis and evaluation of devising process and outcome. 	<ul style="list-style-type: none"> • Mock exam answer (Section A) 	<ul style="list-style-type: none"> • Mock exam answer (Section B)

Year 11 Curriculum Assessment Map



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Curriculum Assessment Map: Year 11 BTEC Performing Arts



	Autumn Term	Spring Term
Topic	Btec Performing Arts Component 2: Developing skills and techniques in the Performing Arts	Btec Performing Arts Component 3: Responding to a brief
Key Learning & Skills	<ul style="list-style-type: none"> • Development of performance/design and interpretative skills • Develop skills and techniques during the rehearsal process • Application of skills and techniques during rehearsal • Application of skills and techniques in/for performance • Review own development and contribution to the performance 	<ul style="list-style-type: none"> • Understand how to respond to a brief through discussion and practical exploration activities • Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief • Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience. • Collaboration • Communicating ideas through performance • Evaluating the development process and workshop performance • outcome
End points	<ul style="list-style-type: none"> • development of key skills that prove students' aptitude in Performing Arts including reproducing repertoire and responding to stimuli • knowledge and understanding of the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance • development of 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. 	
Informal (formative) Assessment	<ul style="list-style-type: none"> • Informal sharing and spotlighting of practical work • Practical workshop style 'GRIT' tasks • Observation of small group discussion and rehearsal • Peer and self-assessment of performance work in rehearsal • Formative teacher questioning • Self, peer and teacher feedback on work towards mock exam / portfolio answers and vocabulary checks 	
Formal (summative) Assessment	<ul style="list-style-type: none"> • Workshop performance, log book, teacher observations and written evaluation 	<ul style="list-style-type: none"> • Externally assessed workshop performance



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