

Subject Curriculum Information Pack



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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 Years 7, 8 and 9 have one hour of Drama on their timetable each week, 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 and BTEC in Performing Arts. 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 theatre from around the world – culminating in a focus on 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 explore the play ‘Refugee Boy’, followed by an exploration of Shakespeare’s plays in the Spring Term and ‘Artaud and Surrealism’ in the Summer Term. Students apply the learning embedded in Year 7. To begin Year 8, students will explore various extracts and characters in the play ‘Refugee Boy’ through practical off-text workshops. Students will have the opportunity to develop a deeper understanding of what it means to be a refugee, making clear, pertinent connections with the current refugee crisis. The Spring Term of Year 8 is our Shakespeare project. At this point in Year 8, students are studying Shakespeare in English. In their Drama lessons this term, students will be able to explore a range of Shakespearean plays, characters, language and acting techniques with a practical focus. The intention is for students to make connections across the subjects, and further strengthen their knowledge, skills and understanding of both subjects. During the final project in Year 8, students will take part in practical workshops, focussing on the key techniques of Surrealist practitioner *Antonin Artaud*. Students will also explore extracts of the surrealist play ‘Metamorphosis’ by Stephen Berkoff. 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 learn a wide variety of un-armed stage combat moves, developing key skills and knowledge of the discipline and culminating in their own choreographed fight scene. 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 theatre. 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, theory based and GCSE question-stems are used throughout Key Stage 3 to form a part 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. For GCSE Drama, 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 portfolio to support their practical submission, analysing and evaluating the process and their final piece. In the Spring Term, students take part in a series of practical workshops around their written exam text '100' – they explore a range of approaches to bringing the text to life through both design and performance. In the Summer Term, students will watch a live performance and evaluate and analyse the acting and design components of this through teacher led and class discussions in readiness for their written exam. Year 11 GCSE Drama 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. Finally, GCSE Drama students will prepare for their practical exam -Texts in Performance - in which they will perform two extracts of the same play for an examiner.

BTEC performing arts students work complete component 1 'Exploring the Performing Arts' in Year 10. They learn how designers, directors and actors collaborate to produce theatre in a range of performance styles. In Year 11, students complete Component 2 – Developing skills and techniques in the Performing Arts; students take part in workshops and rehearsals culminating in a performance of a script extract as a designer or actor. The final assessment for Year 11 BTEC Performing Arts students, Component 3 – Responding to a Brief, requires students to develop their own original piece of theatre based on a brief set by the exam board.

Our aim is that on completion of the GCSE Drama or BTEC Performing Arts 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 or BTEC Performing Arts, 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 on our 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 theatre designers, 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
- 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 or Drama Captain – 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 students 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 7 Curriculum Assessment Map



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Curriculum Assessment Map: Year 7 Drama

	Autumn Term	Spring Term	Summer Term
Topic	All the world's a stage	Devising project	From page to stage
Key Learning & Skills	<p>An exploration of theatre from around the globe</p> <ul style="list-style-type: none"> • Choral speaking • Characterisation • Performance skills • Narration • Mask work • Devising • Exploration of historical context • Puppetry • Approaches to rehearsal 	<p>Create and perform in a piece of original drama</p> <ul style="list-style-type: none"> • Physical Theatre • Performance skills • Directing • Ensemble Chorus • Planning, teamwork and organisation 	<p>Interpreting script for performance</p> <ul style="list-style-type: none"> • Approaches to interpreting text for performance • Characterisation • Performance skills • Flashback / flashforward • Split screen • Hotseating • Proxemics / areas of the stage
End points	<ul style="list-style-type: none"> • Awareness of how the concept of performance developed • Knowledge of key performance vocabulary • Awareness of a range of approaches to rehearsal • Able to respond creatively to a range of stimuli • Able to develop and perform appropriate and believable characters through application of a range of performance skills • Understanding and application of interpreting script for performance • Awareness of a range of theatrical styles, genres and techniques • Able to use drama vocabulary to reflect and evaluate on their own work and that of others • Able to work collaboratively, sharing own ideas and developing other's ideas to improve and refine the work • Awareness of how an actor's performance can impact on the audience 		
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 opportunities • Formative teacher questioning 		
Formal (summative) Assessment	<ul style="list-style-type: none"> • Rehearsal and performance • Vocabulary assessment 	<ul style="list-style-type: none"> • Rehearsal and performance • Vocabulary assessment 	<ul style="list-style-type: none"> • Rehearsal and Performance • Extended written assessment

Year 8 Curriculum Assessment Map



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Curriculum Assessment Map: Year 8 Drama

	Autumn Term	Spring Term	Summer Term
Topic	Refugee Boy	Shakespeare (Pyramus and Thisbe)	Surrealism
Key Learning & Skills	<ul style="list-style-type: none"> • Performance skills • Characterisation (including text interpretation) • Empathy • Rehearsal techniques • Developing social and political awareness • Improvisation 	<ul style="list-style-type: none"> • Elizabethan acting style • Creating comedy • Directing • Ensemble • Text and language exploration • Analysis of historical context 	<ul style="list-style-type: none"> • Exploration of Surrealist drama practitioners including Antonin Artaud • Interpreting text for a Surrealist performance • Devising from a range of stimuli applying Surrealist approaches • Historical context of the surrealist movement
End points	<ul style="list-style-type: none"> • Awareness of how historical context influence theatrical paradigms • Knowledge and understanding of key performance vocabulary • Awareness and application of a range of approaches to rehearsal • Able to respond creatively to a range of challenging and abstract stimuli • Able to engage an audience through the application of range of performance skills, including proxemics • Understanding and application of interpreting script for performance • Understanding of and performance in a range of theatrical styles, genres and techniques • Able to use drama vocabulary to reflect on, evaluate and analyse their own work and that of others • Able to work collaboratively with confidence, supporting others, shaping and leading rehearsal work where appropriate • Knowledge of a range of ways in which physical and vocal skills can be applied and adapted • Application of performance skills to successfully create a particular atmosphere or effect on the audience 		
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 opportunities • Formative teacher questioning 		
Formal (summative) Assessment	<ul style="list-style-type: none"> • Rehearsal and performance • Vocabulary assessment 	<ul style="list-style-type: none"> • Rehearsal and performance • Extended written assessment 	<ul style="list-style-type: none"> • Rehearsal and Performance • Vocabulary assessment

Year 9 Curriculum Assessment Map



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Curriculum Assessment Map: Year 9 Drama

	Autumn Term	Spring Term	Summer Term
Topic	Stage Combat	The Audition Process	Devising (performance and design approaches)
Key Learning & Skills	<ul style="list-style-type: none"> • Performance skills • Choreography skills • Script writing skills • Collaboration and Team Work • Health and Safety • Balance and counter-balance • Timing • Spatial awareness 	<ul style="list-style-type: none"> • Awareness of audition process etiquette, procedures and protocols • Semiotics of text for detailed performance interpretation • Sight reading skills • Independent research skills • Exploration of Realist drama practitioner, Stanislavski, and application of his rehearsal system 	<ul style="list-style-type: none"> • Selection and application of appropriate drama techniques • Creating original performance work appropriate for a chosen target audience • Awareness and application of dramatic intention • Collaboration with designers, directors and actors to develop a holistic understanding of performance production • The devising process • Technical and Design skills
End points	<ul style="list-style-type: none"> • Identify connections between theatrical paradigms • Understanding and use of advanced and specific performance vocabulary • Ability to select and apply a range approaches to rehearsal, appropriate to the needs of the piece • Able to respond creatively to a range of challenging and abstract stimuli, using independent research skills to deepen and strengthen ideas • Able to effectively sustain audience engagement through the application of range and control of performance skills, including proxemics • Understanding and application of interpreting script for performance, including use of Stanislavski's 'System' • Ability to analyse features of range of theatrical styles, genres and techniques • Application of advanced drama vocabulary to reflect on, evaluate and analyse their own work and that of others • Ability to work sensitively and with great purpose in a range of dynamic groupings: skilfully supporting others, shaping and leading rehearsal work where appropriate • Understanding of a range of advanced ways in which physical and vocal skills can be applied and adapted • Application of advanced performance skills to successfully create genuinely impactful moments in a piece of drama 		
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 opportunities • Formative teacher questioning 		
Formal (summative) Assessment	<ul style="list-style-type: none"> • Rehearsal and performance • Extended written assessment 	<ul style="list-style-type: none"> • Rehearsal and performance • Vocabulary assessment 	<ul style="list-style-type: none"> • Rehearsal and Performance • Vocabulary assessment



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