

Our intent - Drama

The drama curriculum at NS has been carefully considered in terms of substantive knowledge and disciplinary skills. This curriculum will be further enriched by the Performing Arts specialism and the extracurricular opportunities this will afford for all students. There are multiple opportunities for students to engage in the three core domains of drama – scripted performances, devised/improvised performances, and the theoretical/written components. These three domains align with the National Curriculum for English and the expectation that students can ‘adopt, create and sustain a range of roles’ with ‘opportunities to improvise, devise and script drama’.

Curriculum Implementation and Impact - Drama

Across Year 7 and 8, the set texts clearly allow for a broad range of disciplinary skills and leaders have obviously given extensive thought as to the sequencing of these topics:

Y7 – Private Peaceful (scripted performances, costuming, stagecraft, vocal and physical skills) and Darkwood Manor (devised and improvised performances, physical theatre)

Y8 – Macbeth (scripted performances, stagecraft, stage fighting) and Billy Elliot (stage craft).

The curriculum provides students with the foundational skills to succeed and excel in drama in Year 7, before adopting a spiral curriculum model that builds on disciplinary skills, practitioners, playwrights, and performance styles throughout KS3. The KS3 curriculum below explores a range of topics, through post-modern genres, including TiE (Theatre in Education) and Verbatim: chosen set texts examine the social, historical, cultural and political aspects surrounding each narrative and allow students to explore both realistic and non-naturalistic performance possibilities.

		Term 1								Term 2								Term 3								Term 4								Term 5								Term 6							
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
7	Topic/Content	DRAMA SKILLS								PRIVATE PEACEFUL								DARKWOOD MANOR								DRAMA SKILLS								PRIVATE PEACEFUL								DARKWOOD MANOR							
	Whole School Reporting																																																
	Assessment (F/S)																																																
8	Topic/Content	SHAKESPEARE OMG								BILLY ELLIOT								T.I.E.								SHAKESPEARE OMG								BILLY ELLIOT								T.I.E.							
	Whole School Reporting																																																
	Assessment (F/S)																																																
9	Topic/Content	COUNTYLINES								COMEDY CLUB								DNA								DNA								BLOOD BROTHERS								CONFLICT							
	Whole School Reporting																																																
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	Assessment (F/S)																																																

Fundamental skills are explicitly taught to students during Year 7 and form an essential part of how students are assessed.

Vocal Skills: Write this down...

pitch

The highness or lowness of a character's voice (e.g. high or low pitch). If a character is **excited** they may have a **piercing pitch**.

pace

How quickly or slowly a character speaks. (e.g. disjointed, steady, measured or slow pace). If a character **speaks using a slow pace** it may mean they are old.

volume

How loudly or quietly a character speaks (e.g. a whisper, shout, soft voice, screech or yell). If a character **shouts** it may mean that they are angry.

accent

Shows where the character comes from (e.g. a cockney, French, Liverpudlian or American accent). An accent can also reflect **status** - if a character has a posh **accent** they may have a high status.

Physical Skills: WRITE THIS DOWN...

posture

The way a character holds their body when standing, sitting or moving. If a character has a **hunched back** they may be old.

gesture

A movement (of the hand or head) to express an idea, meaning or feeling. e.g. if a character has a **clenched fist** it may mean they are angry.

movement

The way in which a character moves (e.g. slow, quick or steady movement). If a character has **quick movements** it may mean they are frustrated.

facial expression

The way in which a character uses their face to show emotion (e.g. a cheerful, delighted, miserable, or disappointed facial expression).

eye contact

A moment when eyes meet. The length of the eye contact can convey emotion and **status** (e.g. holding eye contact with someone could show romantic feelings!)

The range of SMSC and British Values contained within the drama curriculum is extensive, encouraging students to ‘refine, share and respond thoughtfully to drama and theatre performances.’ Topics include child-soldiers (Private Peaceful), the miner’s strike and gender awareness (Billy Elliot), hierarchy and status

(DNA) as well as more global issues addressing the Transatlantic Slave Trade, the Srebrenica Massacre and the Stanford Prison experiment. There are further interwoven references to Greek Theatre, Elizabethan and Jacobean drama, as well as Restoration and Commedia dell'arte – all of which provide for a rich appreciation of drama in context.

Teachers focus on substantive knowledge as well as disciplinary skills, ensuring that students have a secure knowledge of tier 3 vocabulary and domain-specific terminology. They also expose students to specific genres and theatre companies such as Frantic Assembly with a focus on conceptual and physical performances – broadening the curriculum and students access to 'powerful' knowledge and cultural capital.