

Drama Curriculum Intent:

What are our Big Ideas?

At Royton and Crompton Academy, we are keen on our students using drama as a subject that not only provides them with the domain-specific knowledge that is required to progress in their subject learning, but with the disciplinary knowledge that can support throughout their academic journey. These skills include:

- Communication and cooperation – Learning how to communicate in an appropriate way which in turn leads to being able to cooperate with others, creating a harmonious learning space, accessible for all.
- Creativity and creation – Creating a character, a storyline and setting the scene.
- Confidence – Rehearsing, refining and performing.
- Evaluation – Analysing what makes a theatrical performance successful.
- Performance - Being able to portray a variety of roles, themes and styles
- Expression – Exploring different ways to show mood, intent, purpose.

Throughout the Drama Curriculum students will be given the opportunity to explore a variety of topics, styles, issues and characters such as working on Theatre in Education projects. These topics are focussed on the students developing and implementing their own learning strategies through both collaborative and independent research and performance. Our core knowledge explored include staying safe on the internet, healthy eating and stranger danger and this knowledge is embedded further through Digital Literacy, Food and Preparation and PSHE.

Throughout the drama curriculum at Royton and Crompton Academy, students will be able to provide their opinions and viewpoints on various topics through the use of spoken language skills and the ability to communicate effectively with others. They will build confidence and creativity through practical expression, dialogue and effective implementation of oracy skills.

Opening minds, opening doors.

Assessment in drama

Our Drama Curriculum embed verbal use of self and peer feedback. Students can demonstrate how to improve a performance to make it further engaging for an audience through the use of dialogue and written support.

Traditional formative and summative assessment takes place in various different formats in Drama. Written feedback is exhibited when a piece of theory is completed, this piece of work is then discussed and reviewed in order for students to be able to respond to feedback in order to make progress. Alongside this, students are very actively encouraged to give “spotlight feedback” to each other which is continual though all lessons encouraging our Academy values of honesty and excellence.

Drama at Key Stage 3

At Key stage three, students will enhance core knowledge using pantomime, improvisation, Theatre in Education, the study of a set text, the completion of learning journals, performance evaluation, Stage combat, various different scripts and group work. Pupils will have a deep understanding and knowledge of Pantomime, a long-standing British tradition.

In studying drama at Key Stage 3, students develop skills in speaking, listening, reading and writing in various different formats. This disciplinary knowledge is encouraged and nurtured through a curriculum that explores a variety of different composites including:

- Facial expressions – Smiling, frowning, eye contact, connection.
- Use of voice - Tone, pitch, projection, volume.
- Use of gesture, body language, positioning of the body.
- Use of movement- Movement around the stage, movement of the body.
- Showing relationships on stage – How actors connect with each other and how to learn how to trust each over.
- The stage - The types of stages that are used in a theatre, such as: End on stage, thrust stage, proscenium arch stage. Stage design eg: sound, lighting, costume.

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Key Stage 4

At Key stage four, students will study a GCSE in Drama following the AQA specification. In order to develop the skills that are embedded in the Key Stage 3 curriculum, students are encouraged to develop their knowledge through the introduction of composites such as developing a wide range of vocal and physical skills. They will enhance their knowledge in areas including projection, tone, pitch, pace, gear changes, stage placement and weight placement on the stage.

The Drama Curriculum course is made up of three components.

- 1) Component one is the formal written exam weighted at 40% of the final grade and this takes place during Y11 in May.
- 2) Component two is the devising section of the course and this comes with two pieces of work. The first is a devised performance that students create themselves and various topics can be approached. The second component is a devising log, and the pupils will have experience of this style of work as they would have covered at Key stage three. This component is also weighted at 40% and will be completed in Y10.
- 3) The final component is *Texts in Practice*, where pupils will perform two separate extracts from a script of their choice. This is weighted at 20% and is completed in Y11 in February.

Careers and opportunities

At Royton and Crompton Academy, drama is an integral component to the development of student's oracy skills. By studying drama, students are not only given the opportunity to articulate and communicate with a plethora of audience post-academia, but it also enables all students to be exposed to professional standards in all aspects of the industry. This includes working in the theatre, as well as many other avenues. Careers made accessible from studying Drama include but is not limited to, Acting on stage and screen, sound engineers, lighting engineers, set designers, costume designers, all aspects of film and television production and creation. It can also assist in many other working sectors, such as travel, tourism, customer services, and communications.

The skills studied and developed in drama are key to the modern and professional world we live in. Due to the growth in the communication technology industry the need to be able to articulate and present your ideas with confidence is something we value to empower our students as they move beyond Royton and Crompton Academy.

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