

Subject: Drama

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Key Stage 3 - 5 - Intention Statement:

How does Drama develop:	
Respect	We develop mutual respect through developing the ability to deliver and accept constructive feedback on performances
Courage	We develop the courage to perform in front of others
Community	We raise the profile of the Academy within the community by organising public performances.
Wisdom	We develop the wisdom to know how others have created and performed theatre and why these artistic choices have been made.

Intention Overview:

Curriculum Knowledge

The curriculum at ASA has been developed to allow a flexible approach from KS3 right the way to studies at KS5. This is due to the varied experience of our students at feeder primaries.

At KS3 basic skills regarding reading scripts and devising performances are taught. We ensure that these lessons are memorable and enthuse and engage students in a practical way, where they can apply the skills that they are learning in an encouraging atmosphere. Students are encouraged to take ownership and control of their own work and are given ample opportunity to give, respond to and discuss specific areas of verbal feedback that is used as a tool to build reliance and skill. We are currently in discussions about developing a curriculum in terms of time, which would allow students to be more adequately prepared for studies at KS4.

At KS4 we currently teach AQA GCSE drama. In line with the specification students will devise performances based around a practitioner/s influence and will also perform extracts from a range of plays selected on their strengths. Alongside this, students will prepare to sit an examination based on their experience of a set test and a piece of live theatre that they will view.

At KS5 we teach the Pearson BTEC Level 3 National Extended Certificate in Performing Arts (equivalent to one A level). This allows students to explore units that have a direct correlation to the learning journey that has been undertaken since studies at KS3. The course content focuses on having a clear and developed understanding of key drama practitioners, application of dramatic skills and evaluative aspects of performance review. These skills directly interrelate with prior learning but are taught in a more in depth and mature manner. This is done through selection of texts and the way in which the texts are explored.

Essential Skills to Develop

Subject Specific Skills

Supportive Learning Skills and Attributes

- KS3 Knowledge Quizzes used in each half term to clarify and instil theoretical concepts however it is difficult to ensure that the knowledge applied within these test is retained as there can sometimes be a 15 month gap in learning between when some students can access the subject within different year groups because of the rotational organisation (for some students extra curricular drama would fill this gap however access to extra curricular activities such as after school clubs and the annual school musical have not been able to take place since March 2020).
- Lessons across KS3 serve to teach the basic toolkit to support with the understanding of performing and creating drama. The themes of study are consistent throughout the delivery of the course and are the foundation of ensuring that the students approach the course with confidence.
- KS3 - Half termly performance assessments and regular low stakes feedback performances are done in front of class on a lesson by lesson basis to develop and build confidence in a safe environment.
- KS4 is currently devoted to teaching approaches to practical components (component 2 and 3) and exam preparation (component 1). Drop down days are given for the completion of externally assessed tasks (Component 3).
- KS5 students will have to undertake and complete research tasks based on their own findings/interests. This is to support the engagement of unit 1 (the written, externally assessed unit of the course). To support this, research and referencing skills are focused upon early within the learning journey so that they can be practiced and applied with some intervention and support, where required, to begin with.

Cultural Capital (opportunities and experiences)

- Students are given the opportunity to work in groups almost lessonly. This supports students' cultural capital as they learn to navigate and compromise, as well as how to structure their time in a way that has a positive outcome to reach a shared goal.
- Formal Performances also take place at the end of each half term term (at the same time as the end of unit test, to summarise the unit of work). These support students in their understanding of how to overcome obstacles and barriers to meet specific requirements. It engages the students in conversation and prepares them for problem solving in a practical and engaging way of which they can see instantaneous results (this being their performance).
- Visiting guests who engage the students in workshops/discussions about the subject area help students to understand the outcome of a career within the industry and the different pathways that can be explored. This is dependent on the current climate but we have been fortunate enough to be able to also run several cyber workshops over the lockdown period (with Hull Truck and Smashing Mirrors Theatre Company). Prior to the change in teaching from March 2020 we had regular workshop slots with practitioners and directors from within the industry.
- Engagement with performance events in Hull. We (when allowed) organise trips to the theatre and to see local performances. This helps students to understand what is 'current' and also, gives them experiences that broaden their mindset.
- The 'annual Musical Theatre production' is an optional extra curricular activity that students can choose to engage in if they wish. This opportunity see's students from all year groups working together to support one another in an exciting and vibrant atmosphere. The productions always attract a large audience and are a brilliant way for students to enjoy themselves while really challenging themselves too (it's very scary getting up and performing live in front of a 'full house'!).
- Hull university visits have taken place in partnership with their foundation course in recent years. When it is suitable we will be ensuring that this is up and running again to support in raising the students goals and aspirations.
- The drama 'Spotlight Scholarship' used to be a vibrant and enriching programme. The programme itself saw 11 of our students go on to study at prestigious drama schools both up and down the country, and internationally! The students were offered scholarships, early places and were also recommended by members of the John Godber Company. This is something we are really striving to build back up, as in recent years the curriculum time that we have been given for this has been dramatically reduced. We have tried to counteract this with extra curricular support/rehearsals for the students but are hoping that we can get the programme back to the standard that it once was with the support of our Senior Leadership Team - as the results and cultural capital that it offered our students were second to none. It is also worth noting that this programme, at it's time of inception, was completely unique and original. Since then, other schools have seen the impact that it has had on student engagement and progression and have adapted something similar for their programmes of study.

Implementation:

- Staff follow the SOL as dictated by the learning booklets. At KS5 staff follow the Pearson driven SOL. A central spreadsheet is used as a guide for teachers, allowing for staff to differentiate what they present to their classes based on their individual and group needs. This spreadsheet helps to break down what should be expected within the classroom on a week on week basis.
- The department has a central store of resources and trackers. Learning Booklets, Learning Journeys, knowledge Organisers and knowledge quizzes are all stored digitally, making them easy to access for both staff and students. Use of analysis in the central trackers to identify areas for focussed teaching.
- At KS3 we use diagnostic end of unit assessments to measure progress made and drive teaching at KS4 and KS5.

Measuring Impact:

- Students are confident, safe and happy when attending Drama lessons.
- Students are clear in what is expected of them and have a clear understanding of the structure of the SOL through learning journeys at KS3. At KS4 and KS5 students have access to the curriculum outline (so that they can understand the journey that they will undertake throughout the course).
- Currently headline figures are consistent with the Academy-wide felt impact of covid 19. This has also been particularly representative of the lack of access to performance studio's and the change to which students can rehearse (as we have to now implement social distancing).
- Consideration of increased curriculum time, or support from SLT when conducting extra curricular rehearsals. This could be supported through allowing the Spotlight Scholarship to build itself back up to the programme that it was at its peak of success - again, please refer back to the prior statement outlining the effect on student results, cultural capital and engagement that this programme had.