



## Drama Curriculum Intent Statement

Drama at St Paul's is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Drama at St Paul's engages, inspires and enriches all students, exciting the imagination and encourage students to reach their creative and expressive potential.

### Intent

By the time students finish Drama at St Paul's, be that in KS3,4 or 5, we want them to be able to confidently express themselves through informed use of physicality and vocal skill. The Catholic values of life, dignity, communication, participation, rights, opportunity for all and solidarity have guided our decisions about the Drama curriculum at St Paul's. The Drama curriculum at St Paul's reflects our school's context in that it offers students the opportunity to investigate and create performance that reflects issues regarding community. In Drama our group working approach allows for equality of opportunity. Disadvantaged and minority groups are working, creating and communicating alongside those more fortunate. While exam results are exceedingly important in Drama at St Paul's, we would always encourage students of any theatrical ability to take the subject, our focus is on achievement not just attainment.

Our curriculum plan is sequenced and structured; groups of lessons form components. The components develop the students and allow them to work as a performer, deviser, director and designer. The extended learning opportunities are relevant and the allow students to gain extra skills and knowledge. Our extra curriculum Drama opportunities allow all students at St Paul's to access Drama regardless of whether it is one of their subject choices at KS4 or 5.

In terms of ethos, we advocate 'Total Theatre' with the actor being central to the action through the matching of vocals with physicality. Our curriculum objectives are clear, they lead to one goal; development as a performer through increased knowledge of theatrical skills such as confidence, devising, acting and analysis. Students develop a sense of inquiry and empathy by exploring the diversity of Drama in the contemporary world and in other times, traditions, places and cultures.

### Implementation

The Drama curriculum matches our intentions because it provides the opportunities and pathways for students to fulfil their potential. We cover a large range of themes and issues in Drama and we update our stimuli to reflect current affairs. We are very lucky to have members of staff that have and still work as theatre practitioners, allowing for the successful facilitation of one of the main teaching methods used in theatre, 'teacher in role'. We have a large bank of props and costumes that allow the students to enter into role more easily. We also have access to 280-seater theatre with a top of the range lighting and sound systems. Our LED screen acts as a cyclorama transporting audiences into the set that the students have chosen for their different scenes.

In Drama we insist on using elements of Dance and Music because we have a strong belief that in order for performance to be as engaging as possible the three art forms must be used

together. We have various cross-curricular links. For example, the plays we use are from varying periods in History. Literacy is a key feature as we work a lot with scripts, poetry, writing frames and key word sheets. We do have elements of numeracy as we are constantly using timings when blocking scenes.

Progression is very important for the Drama department. We want to see progression as students move through the school and one of the main ways in which we facilitate progression is our choice of challenging performance material from year 7 onward. We have high expectations; however, we understand the importance of differentiation. We expect more able students to take on lead directorial roles and use more challenging monologues within their group pieces. The Drama department is staffed appropriately and we do have adequate time for our courses. We also provide after school rehearsal sessions for exam classes.

### Impact

The Drama department at St Paul's is very successful and the impact of the curriculum can be seen through our consistently outstanding results, through the two successful shows we put on each year and through our Alumni that included students who gain entry into Conservatoires and some that have gone on to be professional West End Performers.

Planning of our curriculum is something that we address at the start of each academic year. We edit, adapt and change taking into consideration new specifications, tracking data, exam results and student voice. We use various formative and summative assessment with feedback being given throughout the rehearsal process and also after the final performances. The assessments we use impact the curriculum as they are clearly built into all our schemes of work and assessment plans are shared with students before all components. While assessment is important, we are careful not to let assessment dictate the curriculum.

Our students consistently demonstrate that they have learnt the content outlined in the curriculum through their outcomes. Both in terms of results, where a very high percentage of students attain or better their target grade year on year. We are very committed to making our curriculum as vocational as possible in order to prepare students for the next stage of their education / working life. This is demonstrated through our choice to run the BTEC Tech Award at Level 2, which combines academic learning with a vocational element. We have also introduced the Arts Award, which helps students who wish to have a career in the Performing Arts. In terms of disadvantaged students, we have some very successful outcomes. 100% of our disadvantaged students attained a 4 or above in our latest set of BTEC results.

At the end of each topic our Drama students take part in assessed performance, group evaluation sessions and teacher feedback tutorials. This helps us to make sure that the students know key subject knowledge before moving on to the next topic. We have developed consistent strategies to ensure that the students have good learning habits and continually develop leaning skills throughout their time at St Paul's. For example, we continually re visit the Drama conventions with all years.