

KS3 Curriculum Intent for Performing Arts (Drama and Dance)

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Drama and Dance through the below:

By the end of KS3 students at Dixons Cottingley studying Drama and Dance will be exposed to the following:

- Basic performance skills and understanding of stagecraft
- Creating characters using voice, movement, physicality and motivation
- Melodrama, parody and exaggerated performance to explore comedy and audience response
- Devising original drama from a range of stimuli including social, moral and historical contexts
- A range of acting styles including naturalism, abstract drama, musical theatre, Greek theatre, physical theatre, mime and movement
- Performing from a script and interpreting character, intention and narrative
- Dance styles from a range of global traditions including Bollywood, Bhangra and Musical Theatre dance
- Studying Shakespeare and classical texts through practical approaches and exploring their relevance to modern society

By the end of KS3 students at Dixons Cottingley studying Drama and Dance will be taught the following skills:

- Nonverbal communication through mime, movement, proxemics, still image and use of levels
- How to create a character using context, motivation and behaviour rather than stereotypical traits
- Drama performance skills including body language, facial expressions, posture, gesture and effective use of voice
- How to apply appropriate drama techniques such as split scene, narration, thought tracking, conscience alley and forum theatre
- Teamwork and ensemble skills through collaboration with different peers in rehearsal and performance
- Acting from a script, developing literacy as well as reading, speaking and listening skills
- Choreographic skills including actions, space, dynamics and relationships
- Evaluation skills including structuring responses that analyse performance and suggest improvements

In order to truly appreciate the subject and create deep schema, Drama and Dance has been sequenced with the following rationale:

The purpose of the Drama and Dance curriculum is to ensure students can explore a wide variety of topics, issues and characters through practical performance. Students work cooperatively with peers across KS3, developing ensemble and teamwork skills through rehearsal and devising. They explore how characters are shaped by context, power and perspective, and how meaning is communicated to an audience. Students develop opinions through spoken language, gaining confidence and creativity to express ideas safely and effectively. Peer and self-assessment are embedded throughout, enabling students to reflect on performance and suggest meaningful improvements.

Key skills & concepts of learning

- Perform
- Explore topics, issues and characters
- Work cooperatively
- Develop teamwork and ensemble skills
- Evaluate and improve performance
- Devise theatre
- Choreograph movement
- Develop opinions, creativity and confidence

At Key Stage 3, students will be exposed to a wide range of acting and dance styles and professional script work from a variety of time periods. In order for students to access script work and devise their own scenes, they begin KS3 by developing secure foundational skills in Year 7. This allows students to understand and use correct subject terminology which is revisited and extended in both scripted and devised work throughout KS3.

In Year 7, students are introduced to Drama and Dance through accessible scripted and devised texts including *The Tempest* and *The Twits*. They focus on characterisation and how performance skills communicate meaning to an audience. Shakespeare is explored through physical and ensemble-based approaches, so language does not act as a barrier. Students also begin to understand theatre spaces and what it means to attend live performance.

In Year 8, students deepen and extend their skills through more complex styles and themes including melodrama, abstract drama, physical theatre, musical theatre dance and historical drama. They explore issues such as power, morality, justice and responsibility, and are increasingly expected to justify performance choices, interpret meaning and explore multiple perspectives safely and critically.

Students in KS3 are taught in depth about movement, mime, dance and choreography. This supports understanding of nonverbal communication both on stage and in wider social contexts. Students explore physical and vocal skills including pitch, pace and volume, learning how these choices support character and intention.

The Drama and Dance curriculum at Cottingley has been influenced by:

- Professional companies such as the National Theatre and Leeds Playhouse, whose work demonstrates inclusive theatre for a range of audiences and engagement with socially relevant themes
- A range of key practitioners including Brecht, Stanislavski, Akram Khan OBE and Christopher Bruce, whose approaches inform performance style, physicality, narrative and choreographic concepts across KS3

Our Drama and Dance curriculum ensures that social disadvantage is addressed through:

- Disadvantaged students will follow the same curricular pathway as it is important that they are provided with access to the same body of both practical and theoretical knowledge. They will be supported through quality first teaching and intervention and support as required. Enrichment activities theatre trips and performing arts workshops will also be available to students.
- SEN students follow the same curricular pathway as it is important that they are provided with access to the same body of practical and theoretical knowledge. This is supported through clearly differentiated teaching which will include tailored resources and tasks to suit the needs of students.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

- Disadvantaged students following the same ambitious curricular pathway, supported through quality first teaching, structured rehearsal and enrichment opportunities including theatre trips and workshops
- SEN students following the same curricular pathway, supported through adaptive teaching, modelling, scaffolding and a range of ways to participate meaningfully
- Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:
 - Rotating group leadership, shared decision making, ensemble rehearsal and structured feedback using PINS, ensuring all students understand their roles and responsibilities
 - Tolerance and Respect of opinions and diversity is developed by exploring a range of cultures, histories and performance traditions. Students are taught to listen respectfully, value different perspectives and work productively with others. Respect for performers and audiences is modelled through feedback, appreciation and professional behaviour.
 - Individual Liberty is developed through creative choice within rehearsal, interpretation and performance. Students take ownership of their ideas, reflect on their progress and develop confidence in expressing themselves within a safe environment. A zero-tolerance approach to bullying is upheld at all times.
 - The Rule of Law is reinforced through clear expectations around behaviour, health and safety and rehearsal protocols. Students follow school policies and understand how structure and discipline support safe and effective performance.
 - Mutual Respect underpins all Performing Arts learning and is established from the first lesson. Students support one another in rehearsal and performance, creating a safe and inclusive environment for creative risk taking.
 - Improved social tolerance is developed through engagement with live and practical theatre and dance. Students broaden their understanding of what theatre and dance can be and how performance reflects society.
 - Improved academic performance is supported through the development of communication, collaboration, evaluation and cultural understanding. Students build technical, theoretical and embodied knowledge of a wide range of acting and dance styles.
 - Positive social change is supported through exploration of diversity, justice, power and representation. Drama and Dance provide a platform for students to engage with complex ideas and develop empathy, critical thinking and respect for difference.
 - Democracy is embedded through group leadership, shared creative decision making and structured feedback.
 - Respect & Tolerance are reinforced consistently through listening, collaboration, performance appreciation and engagement with global dance styles and theatrical traditions.

Further Information can be found in:

- Curriculum Overview
- Long term plans
- Curriculum Implementations
- KS3 Assessment Document
- All PowerPoint lessons, sub sheets, sub worksheets and knowledge organisers on SharePoint
- Knowledge Navigators