

KS3 Curriculum Intent for Drama

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 through the below:

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

- Basic skills and stagecraft
- Creating a character using a set skill range
- Creating comedy and exaggerated performances
- Devising from a given stimulus
- Acting Styles (Naturalism, Greek Theatre, Mime, Mask and Movement)
- Performing from a Script
- Studying Shakespeare and the correlations to modern day society.

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

- Non-verbal communication (acting through mime, using levels and proxemics)
- How to create a character (character profile, using stereotypes)
- Drama performance skills (body language, facial expressions, levels, use of voice, posture, gestures)
- How to apply appropriate drama techniques to a scene (cross-cutting, freeze frames, thought tracking and narration)
- Team work skills – through working with different peers to create a scene
- Acting from a script, developing their literacy, reading, speaking and listening skills
- Evaluation skills – how to structure an answer that provides a response to Drama being watched.

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

The purpose of the Drama curriculum is to ensure students can explore a variety of topics, issues and characters through the use of drama. Students should be able to work cooperatively with their peers across all key stages, develop teamwork skills within rehearsal time allowing them to devise theatre. Students should explore a variety of characters within society and how these characters can be represented within a performance. They should be able to develop opinions on various topics through the use of spoken language skills and develop the confidence and creativity to express these through the use of drama and performance. Drama embeds verbal use of peer and self-assessment where students can demonstrate how to improve a performance to make it further engaging for an audience.

- Key skills & concepts of learning
- Perform
- Explore topics, issues and characters
- Work cooperatively
- Develop teamwork skills
- Evaluate and improve performance
- Devise theatre
- Develop opinions, creativity and confidence

At Key Stage 3, students will be exposed to a wide range of acting 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 will begin to study basic skills in their first term in Year 7. This allows students to understand and use to correct drama terminology which will be included in script work and devised pieces throughout their time in school.



In Year 7, students will be exposed to two scripted works (The Tempest and The Twits); they will focus on characterisation and how they can use specific drama skills to communicate a specific character type to an audience. They will learn about the stage types used in professional theatre, as well as what theatre is like to attend.

Students in KS3 will be taught in depth about Movement and Mime. This is to help students understand the importance of non-verbal communication both on stage and off, developing their interpersonal skills. They will explore physical and vocal skills looking at different vocal techniques including pitch and volume, which they must relate to their character.

The Drama curriculum at Cottingley has been influenced by:

- Professional companies such as the National Theatre and Leeds Playhouse, who aim to make theatre inclusive for all ages and audiences, and their use of topics to make theatre a universal language for all. This is embedded throughout in the curriculum.
- A range of key practitioners in the industry, such as Brecht and Stanislavski. These major names give a grounding to the quality of Theatre that is created and is in line with Key stage 4 expectations of knowledge and skillset development and application to practical performance.

Our Drama 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:

- Tolerance and Respect of opinions and diversity - We learn about a variety of cultures, historical events and have an opportunity to express our opinions constantly. We listen to each other, respect everyone's opinions. We are able to work in groups throughout drama. Our pupils learn in a diverse classroom where cultural norms may not be the same. By this exposure, pupils learn how to cooperate and learn more about other cultures. This unit explores constitutional racism and battling prejudice.
- Individual Liberty - We make choices in all lessons; how we work in groups, how we produce our own drama work, etc. We understand the consequences and awards in Drama. Pupils are aware of their own personal development, giving and receiving contrastive criticism and taking ownership of their own achievements and showing respect to their peers. This unit explores human rights and racial equality.
- The Rule of Law - We understand the rules in drama. The rules help us to work both safely and in unity with the class. Drama requires respect for all in order for us to feel comfortable in the environment we work. This unit looks at segregation and Rosa Parks, her life and prosecution.
- Mutual Respect - It is one of the most important things in drama, respect for all in order for us to feel comfortable in the environment we work. This is developed from the very first lesson and continued weekly with group work, class work and performance.
- Improved social tolerance: Experiencing live theatre over watching similar content via a screen, such as a film, can achieve a much deeper understanding and absorption of the content leading to higher levels of social tolerance and a greater ability to question.
- Improved academic performance: Engagement with performing arts positively impacts academic performance and can boost academic performance of the average child by four per cent when drama is part of the curriculum.
- Positive social change: Theatre holds immense value for children's developing minds. It is a powerful tool for facilitating children and teenagers' self-efficacy to promote positive social change as well as an improved ability to broach complex and difficult issues and subjects.

Further Information can be found in:

- Long term plans
- All lessons on SharePoint
- Knowledge Navigators