

Intent	
What are the aims of this subject?	What are the broad areas of knowledge and skills being developed in this subject?
<ul style="list-style-type: none"> • To develop understanding and communication within the form of Drama. • To develop an awareness of the diverse social, historical, and cultural contexts of Drama. • To develop knowledge and understanding of the processes involved in devising (improvisation) and approaching a text through practical application. • To introduce and gain knowledge of a range of theatre skills that are used in presenting a piece of theatre, • To enable and develop skills of co-operation, understanding and comprehension of ideas. • To develop a range of theatrical skills and apply them to create performances • To work collaboratively to generate, develop and communicate ideas • To develop as creative, effective, independent and reflective students able to make informed choices in process and performance • To contribute as an individual to a theatrical performance 	<p>KS3</p> <p>To understand ‘what is drama’ including trust and cooperation. To explore and develop the rules for performance; vocal, gestures, physicality, movement. To develop an understanding of key skills: Movement, facial expression, gestures, body language, timing, and no backs to the audience. To establish methods of evaluation and feedback. To experience and develop basic drama techniques like mime, tableau, improvisation and thought tracking To know and demonstrate key physical skills in a range of performances - group, solo, pair demonstrations. To develop knowledge of script conventions (plot, structure, narrative, role, characterisation, genre, set, blocking, Subtext). To develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes. To understand different forms of communication in drama and everyday life.</p>

Implementation

How is this subject delivered/taught to students?

Key Stage 3

At Key Stage 3 students are taught through half termly themes of Community, Celebrations, Me Myself and I, The World Around Us, Healthy Living and Belonging, which are linked and explored through drama schemes of work.

Students are taught in small groups with a variety of activities being incorporated into each lesson.

Topics taught include: The pathway outlined below will fluctuate depending on when in the year a student joins Kettlebrook and what drama experience they already have.

Autumn Term:

To introduce drama as an art form. Pupils will develop social skills and build relationships within the group. Allows for a baseline assessment and to plan for their pathway appropriately

Spring Term:

Building on or giving knowledge to students from their previous knowledge either from English lessons or primary school. The ability to interpret a script for performance is an important skill that will be developed through KS3. The students will understand the process of using a script to inspire their own creative outcome. Developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3.

Summer Term:

Building on or giving knowledge to students from their previous theatrical skills. The ability to interpret a script for performance is an important skill that will be developed through KS3. The students will understand the process

How is formative and summative assessment used in this subject to improve student's skills and knowledge?

Assessment and self- evaluation will be fluid as the students will be encouraged to become reflective practitioners. Teacher assessment will inform planning in the cycle of plan, do and review. Students will receive formative feedback throughout their learning experience and a summative grade at the end of the specific units of learning.

A range of formative and summative assessment is used to assess progress and attainment, including:

- Daily marking
- Self / peer assessment
- Targeted questioning
- Simple baseline assessments
- Video recording for feedback and assessment purposes

Baseline assessments have also been designed to discover initial subject knowledge on a student joins the school. Also conducted at the end of for half term where possible.

<p>of using a script to inspire their own creative outcome.</p>	
<p>How is enrichment (e.g. residential, clubs) implemented to enhance the components of this subject?</p>	<p>How are spiritual, moral, social and cultural values developed in this subject?</p>
<p>Students, where possible, will be involved in performance trips to local theatres and cinemas. As well as workshops either inside Kettlebrook or students taken to appropriate venues to participate in. Video and film clips are used regularly in the lesson to expanded students' experiences and to be fully inclusive.</p>	<p>Spiritual: To explore a variety of religions and spiritual associations through theatrical exploration.</p> <p>Moral: To look and experience a variety of situations and circumstances in a safe and controlled manor.</p> <p>Social: To work in groups and pairs to foster cohesive communication and teamwork skills.</p> <p>Cultural: To explore a variety different cultural, races and communities through theatrical exploration.</p> <p>Careers: A wide range of careers within the creative industry, including script writer, performer, writer, director, designer, researcher, historian, lighting designer, sound designer, set designer, costume designer, stage manager, mask maker, education-based careers, police detective, scientist, criminal psychologist, counsellor, social worker, choreographer. As well as giving pupils communication and teamwork skills which are applicable to all career paths.</p> <p>MHWB: Drama is not simply a subject, but also a creative art form in its own right and a learning tool. It is one of the keyways in which children gain an understanding of themselves and others, can gain confidence in themselves as decision makers and problem-solvers, can learn to function collaboratively and explore - within a supportive framework - not only a range of human feelings, but also a whole spectrum of social situations and/or moral dilemmas.</p> <p>British Values: Subjects and texts linking to British values – democracy, rule of law, individual liberty, mutual respect and tolerance for others, will be explored in sessions</p>

Drama



Impact – Top 5
1. To allow children to gain an understanding of themselves and others.
2. To gain confidence in themselves as decision makers and problem-solvers.
3. To learn to function collaboratively and explore a range of human feelings in a controlled environment.
4. To explore a variety of social situations and moral dilemmas in a supportive environment.
5. To develop teamworking skills as well as clear and appropriate communication in all situations.