



GREENWOOD ACADEMIES TRUST



Drama Intent Document

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives.

Our Academy Curriculum Principles:

Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*



At Weston Favell Academy Performing Arts Department, we provide a creative forum that encourages students to develop their **self-confidence, resilience, and collaborative performance skills built on respect.** Our core aim is to promote a **knowledge and appreciation of the performing arts that can grow beyond the classroom,** encouraging cultural diversity and that reflects the society around us.



Drama Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision

As part of their Drama education at Weston Favell Academy, pupils develop an appreciation of Drama as a performance art and an academic subject, giving them not only performance opportunities but the chance to learn about cultural influences, interpreting others emotions, and gaining the ability to listen and understand a range of thoughts and opinions due to polarisation of viewpoints. The intelligently planned curriculum integrates both strands throughout each key stage, so that pupils develop the essential knowledge to become informed and active participants in our discipline. An appreciation of the dramatic arts will enable our pupils to view the wider world and society through a lens of empathy and understanding, furthering their lives as kind and respectful citizens. However, our ambition for our pupils extends beyond this, to an aim where all pupils can participate in society as intelligent, informed and resilient human beings, as a result of their experiences in our discipline.

Whilst we recognise the important links between Drama and the wider curriculum at Weston Favell Academy, connecting with other subjects such as English, History, Design Technology, Creative Digital Media. We actively seek to collaborate through cross-curricular trips and performances. Above all we believe in the power of Drama as a discipline within its own right to further our students and their emotional development and personal growth. Building confidence, participating in teamwork and learning other life skills such as public speaking and an awareness of not only themselves but others and their opinions. Through our carefully sequenced knowledge-rich curriculum, our pupils will understand the power of theatre and will discover the crafts of the performer, the director, the designers and be exposed to the range of possibilities which can present themselves from these areas.

Our inclusive curriculum enables access for all pupils through our focus on building practical skills in the early stages, refining and developing these as pupils progress throughout the years, continually revisiting key concepts and conventions whilst introducing technical aspects and practitioner styles, so that they can know and remember more. Communication is essential to our discipline and this extends not just to verbal and written communication, but the strength of the human connection. It is this incredible ability to connect: across cultures, backgrounds and beliefs that we aim to develop in our pupils.

Our key concepts and core domains of knowledge

At Key Stage 3, learners will experience a broad a rich curriculum comprising:

- Performance skills: To understand how to interpret and create roles in performance. To be able to apply vocal and physical skills such as tone of voice, body language, facial expressions and use of space. As well as theatrical conventions to enhance performance.
- To have a basic knowledge of technical elements that create mood and atmosphere and show the audience key information about their character and performance.
- To be able to evaluate their own, and other performances.
- To develop performance skills, both in the classroom, school shows and in external performances.
- To understand other cultures and societal influences through drama.
- Developing teamwork, creating leadership skills through group participation and developing team work, improving planning and organisational skills.
- Communication skills.
- The opportunity to join our KS3 extracurricular drama group 'Spectacle'. Which further develops and enhances the curriculum.

At Key Stage 4, learners will study AQA GCSE Drama, **refining skills and enhancing their performance using technical devises.**

Component 1: Final written exam paper. This includes 3 sections.

Section A: Technical theatre and key terminology, job roles in theatre, stage configurations and stage directions.

Section B: Study of set text: Blood brothers. Understanding of Social, Historical, Context in performance.

Section C: Live theatre review, **critical evaluation of a performance they have been to watch with Weston Favell Academy**

Component 2: Devising drama. **Creating original drama from a stimulus.** Accompanied by a devising log which discusses **their own initial response to the stimulus, development and collaboration of the piece, analysing and evaluating their personal** and group performance.

Component 3: Text in practise. Creating a performance using selected texts. Developing characters and **use of technical aspects in performance to create mood and atmosphere.**

The opportunity to take part in school productions and be a member of 'Spectacle ELITE' drama group.

At Key stage 5, Learners will study AQA A-level Drama and Theatre studies.

Learners will study AQA A-level Drama and Theatre. Over the duration of the course, they will study:

Component 1: Drama and Theatre.

This unit consists of a final written exam asking for students to **demonstrate their knowledge and understanding** of 2 published plays provided by AQA.

Set play A: Antigone, Sophocles

Set play B: Our countries Good, Timberlake Wertenbaker

This component consists of students analysing how they would perform and **create an overall vision for the texts studied.** **This includes creating a performance as a designer, performer and also from a directorial point of view,** using research and drawing upon Social, Historical context to influence all aspects of performance.

Live theatre review: During the course students will have the opportunity **to watch various live productions.** **Critically evaluating a performance, the creation of convincing characters, mood and atmosphere and a use of technical conventions.** Discussing context and analysing the performances they have watched.

Component 2: Creating devised drama.

Students devise their own performance based on a stimulus and will **include practitioner style and methodology.** **This component includes all aspects of developing a performance using a stimulus,**

from creating an original concept and characters to using technical aspects such as set and costuming. This is accompanied by a working notebook discussing their creative journey and personal input to the development of the piece created and as a performer. Setting out their objectives for the piece and creating a message to challenge or influence an audience's perception and interaction with others in society.

Component 3: Making Theatre.

Students will have to demonstrate an understanding of theatre and how it is made. Exploring influential practitioner methodology and applying this to a range of texts. They will develop their ability to create and communicate meaning, interpret texts, realise their own artistic intentions, learn to analyse and evaluate their own performance. This unit is accompanied by a reflective report for each rehearsal process and performance.

The end points of our curriculum

Our learners will be able:

- To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.
- To be able to recognise and use practitioner influence in order to create specific styles of dramatic performance.
- To link Social and Historical context with performance.
- To understand and recognise other Cultures and influences.
- To be able to understand the origins theatre and its development throughout a range of eras.
- To further understand other people's opinions, emotions and reactions.
- To critically evaluate performances using their own personal opinions and feedback.

Our pupils will have:

A range of experiences that enhance the curriculum such as participating in school shows.

Annual school theatre trips.

Separate trips for KS4 and KS5 to support not only their studies but inspire them to create their own theatre.

Opportunities to perform outside of the school environment in various spaces and creating community links.

A broad view of theatre and inspiration to move forwards past KS5 and continue to study various of aspects of performance or technical theatre.

A passion for creativity and inspiring others through not only their own personal performance but their concepts and ideas for the pieces they create.

The opportunity for self development.

The ability to inspire and influence others.