



## Curriculum Intent

Performing Arts - Drama  
Mrs L. Karim

### Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr
- ✓ Be Ready, Respectful and Responsible for themselves and others around them.

### Department Vision

Our vision is to support students to develop an understanding and appreciation of live performance. We aim to inspire and nurture the imagination through the creative exploration of various stimuli, genres, theatrical styles, and texts. We also strive to support our students in the development of transferable skills that will support them throughout life such as confidence, communication, team work, leadership and empathy.

### Subject Intent

#### Key Stage 3

In Key Stage 3 we firstly aim to ascertain the experiences of the individual students arriving from primary schools and build on this baseline knowledge/understanding. We acknowledge as a department that different students will have a wide range of experiences of the performing arts

#### Key Stage 4

Currently at KS4 we have GCSE drama and BTEC Tech Award in Performing Arts being delivered. Both courses focus on the development of the following skills, devising original drama, exploring published texts and developing understanding/appreciation of theme, context,

#### Key Stage 5

At KS5 we run the Edexcel A-Level in Drama and Theatre. This course focuses on the development of performance skills and knowledge with a practical focus. Students will develop their abilities to be informed audience

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| <p>(dependent on facilities in their primary setting and the amount of focus given to the performing arts as well as students attending private tuition outside of the Academy). We aim to ensure we develop all learners. In each year of KS3 students will come into contact with at least one play text to develop their skills when using a script extract when creating drama and to develop understanding and appreciation of theatre. The development of creating skills; group work, performance skills; confidence and responding skills; evaluation runs throughout the key stage. There is development in knowledge through the three years of KS3:</p> <p><b>Year 7:</b><br/>An introduction to a range of the fundamental skills and techniques involved in stagecraft – characterisation (vocal and physical), spatial awareness and audience awareness. Developing original drama (improvising and rehearsing) from a stimulus and creating characters different from themselves.</p> <p><b>Year 8:</b><br/>A theatre history and genre focus as students develop performance skills in a range of performance backgrounds acknowledging similarities and differences. Students will look at both scripted extracts and devise original drama developing these two aspects of performance.</p> <p><b>Year 9:</b><br/>Students develop their knowledge and understanding of Theatre through time and how genres and styles have developed. They will explore more abstract techniques of performance and look at how artistic intentions impact performance work with both scripted and devised work. An emphasis on how context and playwright artistic intentions impact performance work is focused on with students exploring how theatre can have purpose and meaning beyond entertainment values.</p> | <p>practitioner influence and staging. Performing professional repertoire and developing an appreciation for live theatrical performance.</p> <p><b>GCSE:</b><br/><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>- Introduction to devising skills and key theatre practitioners.</li> <li>- Introduction to the set text <i>Blood Brothers</i>, historical context and creative intentions of the playwright (Component 3 preparation)</li> <li>- Component 1 – Devising Drama (Stimuli released October)</li> <li>- Developing appreciation of live theatre and analysing a production seen (Component 3)</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>- Developing experience working with scripts and developing/achieving creative intentions.</li> <li>- Component 2 – Presenting and Performing Texts.</li> <li>- Component 3 – Drama Performance and Response (written exam).</li> </ul> | <p>members and gain understanding of a range of theatre practitioners and texts from different historical periods. Students will develop understanding of how to communicate creative intentions to an audience and the power of theatre. Students will develop skills in the processes of creating both devised and scripted performances they will also consider theatre from the perspectives of many theatre professionals such as directors and designers and understand the responsibilities associated with the different roles. As informed audience members students will analyse and evaluate both their own work and the work of professionals and formulate opinions concerning creative intentions and impact on the audience. When considering set play texts students will consider form and purpose as well as how historical, political, social and cultural context impacts meaning.</p> |
| <b>Curriculum Specification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Part of the Key Stage 3 National Curriculum for English</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Academic GCSE:</b><br/><a href="#">AQA Drama</a></p> <p><b>Level 2 Vocational:</b><br/><a href="#">Pearson BTEC Performing Arts</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Academic A Levels:</b><br/><a href="#">Pearson-Edexcel Drama and Theatre</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| <b>Wider Curriculum Contribution</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Our approach to supporting learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Our approach and opportunities to stretch and challenge students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Opportunities to support students are written into each stage of the Schemes for Learning. We plan for a variety teacher, video and/or peer modelling in every lesson to demonstrate 'what a good one looks like' as well as scaffolding and simplifications that can be made to ensure that all abilities and levels of talent are catered for. An example taken from a Year 9 scheme of support strategies planned for:</p> <p>Groups selected to encourage peer support.</p> <p>Peer modelling showcasing successful practice with the skills being looked at.</p> <p>Scaffolding - create the image of the important moment first then creating the lead up and aftermath before looking at transitioning - breaking the strategy into manageable chunks.</p>                             | <p>Opportunities to stretch, challenge and teach to the top occur in all lessons with tasks being adaptable to suit the differing needs of students. Extensions and extra challenges are written into each stage of the scheme for learning so that there are planned opportunities to stretch our higher ability students. For instance, an example of a challenge task at Year 9: 'Students challenged to attempt a range of MTM strategies not just the simple still image but also mime and slow motion. Evaluate which strategy you felt was the most effective as marking the moment with an explanation why.'</p>                                                                                                                                                                                                                                      |
| <b>Our contribution to Careers Education, Information and Guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Our contribution to Literacy and Reading Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>In each key stage there is an emphasis that theatre is created by a range of professionals. This develops from Key Stage 3 where we look at script extracts and will discuss the role of the playwright and analyse stage directions for what the theatre designers may have to do to realise the playwrights creative intentions. At Key Stage 4 and 5 students will all visit a theatre and see productions this inspires more in-depth discussions of all the roles in a theatre - front of house and backstage. Students analyse the work of theatre professionals and the impact they had on a performance and audience. There is also the acting or design routes available at KS4/5 where students develop a more in-depth perspective of what is involved in these areas of work.</p> | <p>At Key Stage 3 we include two disciplinary reading tasks within each Scheme for Learning. These articles are connected to the work we have been exploring and once read students complete comprehension tasks. We discuss as a class the meaning of tier 2 and tier 3 words that appear in the texts and focus on their understanding of the article as a whole. At milestone and final assessment points students have a tier 3 word definition quiz as independent learning to ascertain how well they understand the terminology explored in that part of the scheme.</p> <p>In every lesson key terminology is displayed and discussed with students. Throughout the Key Stages extracts of play texts are introduced to the students to develop their understanding of this form of literature and an appreciation of different forms of theatre.</p> |
| <b>Our contribution to Environment and Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Our contribution to Safeguarding and Prevent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Texts that we explore: Our Day Out (year 8) and Blood Brothers (year 9 and at GCSE) highlight the issues of industrialisation and pollution.</li> <li>• In our year 7 scheme 'Journeys' we use images of different landscapes to create soundscapes and discuss the differences between urban and rural landscapes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Many of our schemes and the stimuli/texts that we select focus on making the right decisions and the ability to recognise when issues of prejudice or discrimination arise. Through class discussions and exploration of stimuli students challenge their own ideas and through exploration of creative intentions they discover how theatre can be used to challenge the views of the audience.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Our contribution to Social, Moral, Spiritual and Cultural development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Our contribution to Character Education (Citizenship)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Throughout the key stages drama naturally lends itself to exploring social, moral, spiritual and cultural issues prompting students to creatively explore and develop understanding/appreciation of these issues.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Morality and making the right decision is a key theme in many of the schemes/texts that we explore.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <p><b>Year 7:</b><br/> <b>Introduction to drama</b><br/> Explores emotion and how we convey this.<br/> Explores cultural occasions and events in your lifetime such as their recent move to secondary school.<br/> Improvisations around social situations.</p> <p><b>Journeys</b><br/> Deals with the journey of life including death and their beliefs of possible life after death. How old people are treated in society and is this right?</p> <p><b>Storytelling:</b><br/> Morals associated with fables and myths and legends from different cultures.</p> <p><b>Mr Fox:</b><br/> The morals of exploring a traditional fairy tale that includes the themes of deception and murder.</p> <p><b>Year 8:</b><br/> <b>Melodrama:</b><br/> Morality with stock characters and the rule that the hero always defeats the villain – we explore why this form of theatre always included this moralistic feature.</p> <p><b>Pantomime:</b><br/> Again the villain is always defeated and there is clear good and evil being presented through the inclusion of stock characters.</p> <p><b>Hamlet:</b><br/> Themes of murder, revenge, deception, mental health, suicide. We look at the plot of this Shakespearean play and what makes it a tragedy.</p> <p><b>Our Day Out:</b><br/> Themes of status, inequality, prejudice, depression as well as looking at how these themes link to the historical context of the play.</p> <p><b>Year 9:</b><br/> <b>Introduction to abstract explorative strategies</b><br/> Using a poem stimulus that explores the idea of a life journey now at it's end.<br/> Themes explored include war, love, loss and old age.</p> <p><b>Genre</b><br/> Extracts from 'Noughts and Crosses' explored dealing with prejudice, discrimination, racism, social stereotypes.</p> | <ul style="list-style-type: none"> <li>• Resilience is key in drama as students build the self-confidence to perform in front of their peers and not become disillusioned if the performance does not go to plan.</li> <li>• Stimuli and texts use explore a range of individual characters from different backgrounds.</li> <li>• Creativity and performance skills utilised in every lesson.</li> <li>• Part of our routine is that groups get a round of applause after each performance to develop self-esteem.</li> <li>• Half termly certificates for each class, Q-Points and star of the lesson each lesson.</li> <li>• Opportunities to be involved in showcases, performances and clubs in the subject area.</li> <li>• Opportunities to go to the theatre – developing cultural capital.</li> <li>• Access to a range of script extracts - developing cultural capital.</li> </ul> |
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| <p><b>Theatre History</b><br/>Exploring a range of eras and exploring the importance of religion, morality, monarchy and tradition in these eras – how this impacted the theatre of the time.</p> <p><b>From Page to Stage</b><br/>Exploring extracts from the play 'Blood Brothers' dealing with themes of status, nature vs nurture, inequality and the impact of the social and historical context on the play's meaning.</p>                                                                                                    |                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Our Contribution to Digital Literacy Development</b></p> <ul style="list-style-type: none"> <li>• All independent learning tasks are set on Google Classroom and KS3 students have to complete their google quizzes on this platform.</li> <li>• At Key Stage 4 students can present their NEA in a variety of ways such as blogs, PowerPoints, infographics, and/or brochures.</li> <li>• The use of video equipment for assessments.</li> <li>• The use of stage lighting and sound for KS4 and KS5 assessments.</li> </ul> | <p><b>Our contribution to Numeracy Development</b></p> <p>In drama students work in groups of varying sizes and need to problem solve as a team when creating their response to the task. For every task they have specific time limits and need to ensure they use the time well to create and rehearse their work (time management).</p> |