

Drama

Curriculum Principles

By the end of their secondary education, a student of Drama at Dixons Broadgreen Academy will:

- Have developed an inquiring mind, an active imagination, a strong sense of personal and cultural identity and a respect for diversity in all aspects of life.
- Have the ability to critically analyse dramatic texts and live theatrical performances.
- Have embedded knowledge of a range of theatrical styles, genres and practitioners from across the globe.
- Have developed strong team work skills and be able to collaborate with others in a supportive and empathetic way.

Our unifying 'sentence' is: The Drama department nurtured creative talent, celebrated diversity and built future leaders with resilience and integrity.

In order to achieve a true understanding of Drama, topics have been intelligently sequenced based on the following rationale:

- Drama is built on social interaction and our curriculum provides opportunities to explore a diverse range of themes and issues which will empower students to assert their voice and express themselves with confidence.
- Students master performance skills, creative response to stimuli and critical analysis over time, building on existing skills and revisiting them frequently to build from novice to mastery. The basic principles of performance are taught in every KS3 scheme of learning, whilst each scheme introduces a new genre, style or practitioner to build a schema of knowledge on world theatre both past and present.
- At KS4 the students continue to master performance skills and are given more autonomy with regard to the themes and issues explored in devising original pieces of theatre, to encourage independence, creativity and self-expression. They are introduced to a broader range of theatre practitioners and incorporate techniques from these practitioners into their own devising work to consolidate theory with practice.
- At KS5 the students are introduced to a broader range of theatrical styles, practitioners and World theatre traditions to build on their powerful knowledge. The students gain an insight into the Performing Arts industry through regular workshops with outside agencies and professional actors, directors and performers. All units of work require the students to be reflective theatre practitioners.

The Drama curriculum will address social disadvantage through:

- **Passionate teaching-** We aim to ignite a lifelong passion for the Arts by providing opportunities for all students to experience live theatre both within the classroom and in a professional context through theatre trips. As teachers we nurture talent and raise aspirations, ensuring our classroom environment is a safe and supportive space where everyone feels valued and respected. Our enthusiasm for theatre is communicated in our lesson content and the style of delivery.

- Oracy skills- our curriculum has a strong focus on oral communication and it teaches our students the power of the spoken word. We develop their ability to express views with confidence and clarity, something which becomes a powerful tool as they navigate through life both socially and professionally. Our curriculum embeds strong oracy skills so that our students speak fluently and articulately in a range of real life settings beyond the Drama classroom.
- Rigorous tracking of all students will ensure that swift intervention is actioned for anyone who is performing below expected progress.

We fully believe Drama can contribute to the personal development of students at DBA:

- Students have many opportunities to showcase their performance work in our annual school production, our Christmas concert, our Summer concert and events such as Open evenings, International Evening and celebration evenings. These events raise self-esteem, confidence and aspirations. They also encourage students to form friendships with students in other year groups and take inspiration from their peers, as well as being good role models for others
- We offer a broad extra-curricular programme including a musical production, a Drama club and regular trips to the theatre, both local (eg the Everyman and the Playhouse) and residential trips to London's West end. These experiences broaden the cultural experience of our students.
- Our curriculum promotes a collaborative approach to creating Drama, encouraging students to work as a team in an environment based on mutual respect and empathy. Our curriculum actively embodies the core values of hard work, fairness and integrity.



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POST 16 - LONG-TERM PLAN

SUBJECT: BTEC National Diploma Performing Arts

YEAR 12	CYCLE 1	CYCLE 2	CYCLE 3
WEEK 1	Intro to course. Physical and vocal skills	Unit 1 Practice paper	
WEEK 2	Unit 1 Frantic Assembly	Unit 1 revision	
WEEK 3	Unit 2 Stanislavski, monologue	Unit 1 external exam prep	
WEEK 4	Unit 1/2 DV8, rehearsal log	Unit 1 External Exam	
WEEK 5	Unit 1 political context/Unit 2 exploring a script		
WEEK 6	Unit 1 TBSWY analysis/Unit 2 rehearsal techniques		
WEEK 7			
WEEK 8	Unit 1 practice paper/ unit 2 developing rehearsal evidence		
WEEK 9	Unit 1 how to reference/Unit 2 peer and self-reflection		
WEEK 10	Unit 1 comparative study/unit 2 technical		
WEEK 11	Unit 1 Practice paper 2020		ASSESSMENT WEEK
WEEK 12	Unit 1 Explore pre-release material/Unit 2 performance	ASSESSMENT WEEK	
WEEK 13	ASSESSMENT WEEK		

YEAR 13	CYCLE 1	CYCLE 2	CYCLE 3
WEEK 1	Unit 4 political, cultural, financial context	ASSESSMENT WEEK	Unit 3 Performance
WEEK 2	Unit 4 political, cultural, financial context	Unit 3 developing the piece	IB EXAMS
WEEK 3	Unit 4 Learning Aim A	Unit 3 milestone 2	IB EXAMS
WEEK 4	Unit 4 Learning aims B and C, rehearsal, update Sway logs	Unit 3 refining the piece	IB EXAMS
WEEK 5	Unit 4 developing the piece	Unit 3 milestone 3	IB EXAMS
WEEK 6	Unit 4 refining the piece	Unit 3 response to feedback	



WEEK 7	ASSESSMENT WEEK	Unit 3 milestone 4	Unit 28 origins of Variety performance
WEEK 8	Unit 4 gathering evidence	Unit 3 final submission	Unit 28 venues, audience, funding
WEEK 9	Unit 4 Dress and technical	Unit 3 developing the piece	Unit 28 Clowning workshop, hosting workshop
WEEK 10	Unit 4 performance	Unit 3 milestone 2	Unit 28 Drag workshop, Poi workshop
WEEK 11	Unit 4 final reflection	Unit 3 refining the piece	
WEEK 12	Unit 3 Explore the stimulus	Unit 3 milestone 3	
WEEK 13	Unit 3 milestone 1	Unit 3 response to feedback	

