

Drama KS4 –Statement of Intent

"Drama is exposure; it is confrontation; it is contradiction and it leads to analysis, construction, recognition, and eventually to an awakening of understanding." - Peter Brook.

The Drama curriculum at All Saints Academy is developed to help pupils live out their lives with dignity, faith and hope by embedding skills and knowledge learners need to become well rounded citizens. By rehearsing a range of texts and performances, learners will develop critiquing skills and learn how to behave in a dignified manner, both on and off stage. They will have faith in themselves to memorise lines of dialogue and stage directions. The drama curriculum is rich with explicit links to English, dance, media and social sciences enabling students to develop their drama skills whilst drawing from a wide range of experiences. Our students will, by studying drama, develop an understanding for the value of the performance arts and develop a sense of creativity that they will be able to apply as a key skill throughout their lives. By having faith in their own ability they will realise that that they are able to strive for success and achieve their hopes and dreams.

Research informed practice in the Arts:

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students' work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student's analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

SEND support provided in drama:

All students work towards the same outcomes in all lessons. Differentiation is achieved through the tasks set and the ability for students to access them and participate. Academically high achieving students that have a strong theoretical understanding of drama can struggle to perform and vice versa; this is mitigated through the tasks set for devised and practical work. Support is offered through the allocation of tasks and the scaffolding through approach of practical delivery. Demonstrations are given, these model high performance as well as give detailed descriptions of what is required at each stage to support and stretch all students. In addition, changing the number of pupils within a group helps to differentiate activities provides more or less time to perform skills. The direction of stimulus style also offers support and challenge where needed, along with teacher led questioning to check understanding when circulating the class.

Year 11

Substantive Knowledge

In Year 11, we promote a world view using drama as a tool to explore social, political and religious surroundings and explore issues in a safe environment, providing students with a platform to discuss, perform and share their findings. Providing Drama each week means that they are not only building their curriculum knowledge, helping boost academic results, but they are also developing coping mechanisms for life in and out of school. This is a broad and balanced curriculum that explores other cultures; drawing on the skills and techniques of past practitioners and looking at contemporary theatre to develop an understanding of the world around us such as *A Christmas Carol* and *Punch Drunk*. It is our intention to inspire and motivate students' creativity: allowing them to find their voice and open up their imagination. We aspire to provide a space where students can explore challenging themes in a safe classroom environment and for some of our SEND learners we create a safe-space to explore their resilience in particular.

Disciplinary Knowledge

Drama supports the English Curriculum in the delivery of reading, writing and speaking skills. We also provide opportunities for students to focus on themes and topics such as relationships, bullying and community. This provides a wholesome learning experience which aims to build skills in all of our learners such as self-confidence, commitment, empathy, compassion, courage, peer engagement, emotional resilience, problem solving and self-esteem. These align with the values and ethos of the school in developing students to excel when challenged, have compassion, develop an emotional

understanding when exploring text and characters, and courage to approach a wide range of public speaking with confidence.