

## The Drama curriculum

### Drama Curriculum Vision

***Our intention is to make drama accessible to all. We help students develop their confidence in designing, making and evaluating performance in a gradual; and supportive way, which will help them flourish in other areas of education and in life. Our curriculum aims to explore relevant social issues, giving students a voice on the world around them and prompting conversations for positive change.***

***All students are encouraged to become clear, confident communicators, including experts of non-verbal communication through regular in-class performances. The curriculum is project based to support students in applying their communication skills in practice as well as mastering the art of effective group work.***

***Students are taught different drama processes and techniques to help them manage their own learning and foster independence. This allows students to apply what they have learnt to a variety of situations and use their learning out of context of the classroom. We are explicit in the 'why' of drama, looking at how these skills can be used outside the classroom in the wider world.***

### Key stage 3 – Units of study

Term	Year 7	Year 8	Year 9
Rotation 1	<p style="text-align: center;"><b><i>Storytelling – Twisted Fairy-tales</i></b> Students develop an understanding of basic drama skills and techniques, including freeze-frames, thought tracking and narration, and use them to create a performance of their own twisted fairy tales using the style of Physical Theatre.</p>	<p style="text-align: center;"><b><i>Using Scripts for Performance</i></b> Students explore how to extract meaning from scripts and understand how they can be used to create realistic, believable characters and situations. Using a script, students will create and perform their own theatre performance to an audience in a Naturalistic style.</p>	<p style="text-align: center;"><b><i>Devising - Dystopian future</i></b> Students will work independently on a project that consolidates the skills and knowledge that they have developed throughout KS3. Working from a stimulus of their choice, students will create a piece of drama that explores the possible consequences of environmental issues in a theatre style of their choice.</p>
Rotation 2		<p style="text-align: center;"><b><i>Devising - Social Media</i></b> Students will explore how to analyse a stimulus and use it to create their own piece of theatre. At the end of the unit, all students will work in groups to create a piece of drama that explores social issues in the style of Epic Theatre.</p>	