

## Key Stage 3

Subject: Drama

### Intent

The experiences offered by Drama provide the opportunity to create a vital balance within the school's curriculum; allowing all students to challenge their creative abilities and for their particular talents to be valued. The Drama Department aims to provide an inclusive approach to education ensuring equal access for all.

Drama at The Frances Bardsley Academy enables students to build K-RACERS characteristics as it offers a varied and diverse curriculum that enables pupils to be Creative, Empathetic and Reflective through their exploration of characters, play texts and real life social issues. Students must collaborate when creating their work, developing their Self-Awareness and Resilience as well as their skills in planning, reasoning, problem solving and abstract thinking. Drama lessons offer many opportunities for students to develop their oracy skills in order for them to become Articulate, as well as building their ability to work and think independently. Drama also enables students to develop their knowledge of Drama specific skills and terminology. Drama is an essential learning tool, giving students the ability to explore a wide range of concepts, develop their understanding of the world in which they live and most importantly providing a means to express their thoughts and ideas. Our vision is to make the Drama work produced at Frances Bardsley easily accessible and highly regarded in the school and local community.

Drama lessons provide pupils with a rich and diverse experience of the cultural, historical, social and practical context of the art form. The Arts are an area of excellence within the school in terms of their teaching and as a provider of extra-curricular opportunities. The Drama Department aims to support this reputation by providing a rich range of high quality creative learning opportunities.

As a department, our aim is to be established as an important subject within the school, and as a department of excellence.

### Programme of study and assessment

|               | <b>Autumn Term</b>   | <b>Spring Term</b>       | <b>Summer Term</b>                  |
|---------------|--|--------------------------|-------------------------------------|
| <b>Year 7</b> | The Romford Project<br>Darkwood Manor<br>Professional Theatre<br>(Peter Pan) | Masks<br>Let Him have It | Lord of the Flies<br>Plague Village |

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| <b>Assessment</b> | The Romford Project/<br>Darkwood Manor<br><br>Practical Performance<br><br>Professional Theatre<br><br>Practical Performance and Written Evaluation   | Masks<br><br>Practical Performance<br><br>Let Him Have It<br><br>Practical Performance and Contextual Research                      | Lord of the Flies<br><br>Practical Performance<br><br>Plague Village<br><br>Practical Performance and Scripted Performance                                   |
| <b>Year 8</b>     | The Secret Room<br><br>Professional Theatre (I Love you Mum, I Promise I won't Die)   | Physical Theatre<br><br>Hard to Swallow   | Noughts and Crosses<br><br>Stage Fighting  |
| <b>Assessment</b> | The Secret Room<br><br>Practical Performance and writing of Monologue<br><br>Professional Theatre<br><br>Practical Performance and Written Evaluation | Physical Theatre<br><br>Practical Performance<br><br>Hard to Swallow<br><br>Practical Performance and Scripted Performance          | Noughts and Crosses<br><br>Practical Performance and cross-curricular re-cap of work from English lessons<br><br>Stage Fighting<br><br>Practical Performance |
| <b>Year 9</b>     | Introduction to Devising<br><br>Too Much Punch for Judy   | Professional theatre (Medea)<br><br>Technical Theatre   | Female Empowerment<br><br>Blood Brothers   |
| <b>Assessment</b> | Introduction to Devising<br><br>Devising Process, Evaluation and Practical Performance<br><br>Too Much Punch for Judy<br><br>Practical Performance    | Professional Theatre<br><br>Written Evaluation and Practical Performance<br><br>Technical Theatre<br><br>Research and Written Notes | Female Empowerment<br><br>Practical Performance<br><br>Blood Brothers<br><br>Text Analysis and Practical Performance   |