

# Drama curriculum vision

The Drama Department endeavours to ignite passions and cultivate creativity. The curriculum is designed to engage and grip the interest of pupils and lessons are taught by subject specialists who love their subject and strive for pupils to develop a passion for Drama and Theatre. We aim to inspire a love of learning through a curriculum that enables pupils to develop an extensive practical skillset as well as deep and broad theoretical understanding of Drama and Theatre. The Drama Department curriculum is one which is academically rigorous and teaches and embeds the theoretical principals which underpin pupils' practical work and performances. From their first Drama lesson in Year 7 pupils are encouraged to create and refine performance work to the highest standard and additionally, develop the crucial skills of analysing and evaluating their own work and the work of others; these skills are ones which pupils need to be successful. The Drama curriculum is one which allows all pupils to achieve their potential; carefully considered sequences of lessons and teacher chosen workings groups ensure that the curriculum is inclusive to the needs of all pupils and they are given a platform to meet their potential. Reading and literacy are a core part of the Drama Department curriculum; pupils are taught a range of play texts and key vocabulary is continually embedded.

## Design of the Drama curriculum

Drama at The Birley Academy provides pupils with the opportunity to develop their ability to communicate well with others, develop positive approaches to group work and teamwork whilst also learning the importance of concentration and focus.

The study of Drama and participation in practical work keeps pupils active and aims to build their confidence as resilient young people who can be critical and evaluative in their approach to their own work and that of others. Pupils develop their performance skills within a wide variety of styles and genres. Through performing and creating, pupils explore topics that will provoke thought and engagement with the world around them, stimulate debate and allow a safe space to discuss relationships, diversity and moral issues.

### Curriculum Intent

The Birley Academy drama curriculum has been developed to ensure that all pupils:

- Perform, create, respond and evaluate drama across a range of historical periods, genres and styles.
- Use a wide variety of pre-existing historical and contemporary texts to explore themes, issues and writer intentions for target audiences.
- Understand and explore how Drama is created through rehearsal along with pre and post production process in the professional theatre.
- Explore the Performing Arts industry to gain understanding of the vast job roles and responsibilities the subject has to offer.

# Delivery of the Drama curriculum

The curriculum is delivered through expertly crafted learning sequences. Teachers use carefully selected pedagogy that best supports pupils to learn, explore and revisit knowledge. This includes a focus on the following principles:

- Drama is disciplinary and accessed through the key skills of: Perform, create, respond and evaluate
- Substantive procedural knowledge includes how to practice, compose and embed and apply ideas to improve performance
- Knowledge is sequenced and spaced over time to allow pupils to build understanding of drama, and its development through time so that they can easily recall to support their understanding of a drama performance and creation
- Drama literacy is developed through chosen tasks and explicit teaching of key vocabulary
- Common misconceptions are identified and built into curriculum planning so that potential barriers to learning can be preempted and overcome
- Composite tasks are carefully designed to maximise opportunities for pupils to demonstrate learning and receive meaningful feedback for progression

## Adapting the curriculum for SEND

We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to our carefully planned curriculum. Our curriculum aims to provide pupils with SEND with systematic teaching and rehearsal of knowledge. At the Birley Academy we also ensure that these pupils have the time they need to study important subject content in Drama.

# L.E.A.D. Academy Trust

## Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

## Our principles

*To achieve our vision we prioritise the four core principles for which our name stands:*

### **Lead** - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

### **Empower** - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

### **Achieve** - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

### **Drive** - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

## Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information