

<b>Subject:</b>	Drama
<b>Exam Board</b>	

We teach drama because by allowing students to experience the lives of others and the situations in which those others find themselves they develop a more empathetic view of societies and people who are different from them.

We also teach drama because the skills, knowledge and techniques students explore, provide them with the ability to express themselves effectively, the confidence to respond to others appropriately and the self-confidence necessary to be successful in life.

Finally, we teach drama because the opportunity to experience performances, whether through theatre visits, live theatrical broadcasts or videos, ensures that our students' cultural capital is not restricted by their social, economic or practical circumstances.

All students from Years 7 -9 have two lessons per fortnight. At KS4 BTEC Performing Arts is offered as an option subject. This is equivalent to one GCSE. We have a purpose built, fully equipped drama and dance studio in which all lessons are taught.

### **Key Stage 3**

At KS3 the programme of study provides students with the opportunity to work creatively and collaboratively on a range of practical and theory based tasks. The course establishes a framework for the BTEC curriculum that we follow in KS4 as well as providing students with the opportunity to establish key learning skills that will benefit a range of subject options. The processes of researching, devising, presenting and evaluating are taught progressively through a range of topics. Some of these topics are PSHCEE linked such as Youth and Crime while others are designed to support the English curriculum, for example *The Tempest*. To ensure progression, students are assessed on a half termly basis on their ability to:

- Recognise, evaluate and extend the skills and techniques they have developed through drama.
- Use a range of drama techniques, including work in role, to explore issues, ideas and meanings, e.g. by playing out hypotheses, by changing perspectives.
- Develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists.
- Convey action, character, atmosphere and tension when scripting and performing plays.
- Write critical evaluations of performances they have seen or in which they have participated, identifying the contributions of the writer, director and actors.

Assessments may take the form of practical performances, written evaluations or a combination of both depending on the topic.

### **Key Stage 4**

Students in Years 10 and 11 who opt to continue their study of the subject, follow the Level 2 BTEC Tech Award in Performing Arts.

**What does the specification cover?** (From the specification document)

The award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove student's aptitude in performing arts, such as reproducing repertoire or responding to stimulus
- Process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

### **Structure**

The qualification is composed of three components. These assess knowledge, skills and practices. Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques in the Performing Arts are assessed internally. Component 3: Performing to a Brief is externally assessed. Students are required to complete and achieve all components in order to receive a final grade.

<b>Resources:</b>	
<b>Useful websites:</b>	