

### Curriculum Intent:

Our drama curriculum at Northampton Academy should...

- A. Prepare pupils for their future through the core transferrable life skills that the subject gives you, including confidence.
- B. Promote a love for drama and acting, giving pupils a creative outlet.
- C. Provide a safe space for expression, giving pupils a forum to explore their voice on matters of importance.
- D. Support the growth of a performing arts culture at Northampton Academy, linking into our character values with leadership opportunities and initiatives to give back to the community.

### Intent

#### 1. Cultural and Artistic Awareness

The intent behind the Drama curriculum in this Secondary School is to help pupils develop a deep cultural and artistic awareness. Through the study and practice of drama, pupils will explore a range of theatrical forms, genres, and styles, as well as engage with diverse cultural and historical contexts, providing cultural capital. This will enable them to develop a strong understanding of the importance of drama in society and embrace its wider cultural significance.

#### 2. Creativity and Expression

The Drama curriculum aims to cultivate pupils' creativity and expression. Pupils will have opportunities to devise, perform, and critically analyse dramatic pieces, encouraging them to explore their imaginations, experiment with different approaches, and take risks in their creative choices. Through these experiences, pupils will enhance their communication skills, self-confidence, and self-expression, both on and off the stage.

#### 3. Collaboration, Teamwork and Leadership

Another crucial aspect of the Drama curriculum is to foster collaboration and teamwork. Pupils will engage in group work, ensemble performances, and devised projects that require effective communication, co-operation, and shared responsibility. This will help them develop essential skills in working collaboratively, respecting diverse opinions, and resolving conflicts, contributing to their personal and social development.

In addition to this, leadership skills are nurtured in Drama too: pupils have the opportunity to lead their group on a vision and part of their assessment criteria will begin to introduce leadership and challenge success criteria, in addition to 'director tasks,' giving learners the opportunity to speak up and shape their group's piece.

#### 4. Critical Thinking and Analysis

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The Drama curriculum intends to enhance pupils' critical thinking and analysis skills. Through the study of texts, performances, and theatrical techniques, pupils will learn to interpret and evaluate dramatic works, understanding the intentions of playwrights and directors. They will develop the ability to analyse performances, identify design elements, and critically reflect on their own and others' work, thus nurturing a more discerning and reflective approach to the subject.

### 5. Empathy and Understanding

Building empathy and understanding is a key part of the Drama curriculum's intent. Pupils will explore a variety of roles, characters, and situations, enabling them to appreciate different perspectives and experiences. Through drama, pupils will learn to empathize with others, explore complex social issues, and develop a greater awareness and understanding of diverse cultures, backgrounds, and identities.

### Implementation

#### 1. Sequenced and Progressive Curriculum

The Drama curriculum will be carefully designed to provide a sequenced and progressive learning journey for pupils. It will encompass a range of theatrical skills including devising, working from scripts, characterisation and improvisation. The curriculum will be structured to introduce foundational skills and concepts in the early part of the year/ Year 7 and gradually build upon them, allowing pupils to develop a deep and interconnected understanding of drama.

#### 2. Engaging and Challenging Learning Experiences

The teacher will provide a variety of stimulating and challenging learning experiences to engage pupils in Drama. This will include providing all pupils with access to live streamed theatre, practical workshops with actors and theatre-makers, visits to professional performances and opportunities for pupils to showcase their work to wider audiences. The teacher will use a range of teaching strategies, such as role play, self-assessment, group work, peer-assessment and regular teacher assessment, to ensure that pupils are actively involved and invested in their learning.

#### 3. Differentiation and Personalization

The Drama curriculum will be designed with differentiation and personalisation in mind, catering to the diverse needs and abilities of pupils. The teacher will plan and deliver lessons that provide appropriate challenge and support for each learner, ensuring that all pupils can access and succeed in Drama. This will involve differentiated tasks, e-accessible tasks and targeted interventions, when reaching KS4 and 5, or the provision of additional resources for pupils with specific learning needs.

#### 4. High-Quality Teaching and Professional Development

To ensure the effective implementation of the Drama curriculum, the teacher will receive high-quality professional development opportunities. These training sessions will focus on pedagogical approaches in drama teaching, assessment strategies, and the integration of technology to enhance learning experiences. The

## Medium Term Planning Document: BTEC DRAMA 2024-2025

teacher will engage in planning and reflection, sharing best practice with 'neighbouring departments' and continuously improving their teaching skillset to deliver outstanding drama lessons.

### 5. Inclusive and Nurturing Learning Environment

The Drama department will create an inclusive and nurturing learning environment. The teacher will establish positive relationships with pupils, promoting a supportive and respectful atmosphere in which pupils feel comfortable taking creative risks. The teacher will foster a culture of constructive feedback, encouraging pupils to reflect on their own progress and providing guidance for improvement. The classroom will be a space where all pupils' contributions are valued and respected.

#### Impact

##### 1. Progress and Attainment

Through the implementation of the Drama curriculum, pupils will demonstrate progress in their knowledge, skills, and understanding of drama. They will attain high standards in practical performance and critical analysis. Assessments will be transparent, criterial, and cater to different learning styles, enabling accurate tracking of pupils' progress and identifying areas for further improvement. Pupils will make significant strides in their competence and confidence in drama.

Pupils will be assessed every term, at a mid-term point and at the end of the term- one being through whole class feedback and then through summative assessment at the end of the topic. Targets and progress will be recorded in their books,

##### 2. Personal and Social Development

The impact of Drama on pupils' personal and social development will be evident. Pupils will develop increased self-confidence, resilience, and adaptability through their participation in drama activities. They will build strong interpersonal skills, including effective communication, active listening, and collaboration. Drama lessons will also promote inclusivity, encouraging pupils to respect and value differences, fostering a positive school community.

##### 3. Cultural and Artistic Appreciation

The Drama curriculum will have a lasting impact on pupils' cultural and artistic appreciation. They will gain an understanding and appreciation of drama's rich heritage, relevance to contemporary society, and its global significance. Pupils will develop a discerning eye for theatrical techniques, design elements, and performative choices. The impact of Drama on pupils will extend beyond their school years, as they become lifelong appreciators and contributors to the arts.

##### 4. Engagement and Enjoyment

The Drama curriculum's impact will be evident in pupils' engagement and enjoyment of the subject. They will eagerly participate in lessons, demonstrating enthusiasm and motivation to explore and experiment with different dramatic techniques. Pupils will take pride in their achievements, actively seek feedback, and engage in continuous improvement. Drama will become a subject that ignites their passion and fosters a love for creativity and expression.

## Medium Term Planning Document: BTEC DRAMA 2024-2025

### 5. Progression into Further Education and Employment

The impact of Drama will be seen in the progression of pupils into further education and employment. Pupils will be equipped with core-life skills that are transferable, such as communication, teamwork, creativity, and critical thinking, that are highly valued by universities and employers. The impact of Drama will extend beyond academic achievements, preparing pupils to become confident, adaptable, and culturally aware individuals ready to contribute positively to their future pathways. To further highlight this, every week 5 and 6 of a term will include careers-related drama bell tasks, giving pupils the opportunity to explore the different employment options that the arts have to offer.

#### 'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

Component 1: During this component at the beginning of year 10, students will focus on different plays. They will watch these plays and learn in detail about their direction, costume designers, performers, lighting designers, set designers and practitioners. They will learn the techniques of different drama practitioners and how this inspired their work. After they have studied the first 2 plays, they will focus on the final play which they will write their coursework about. They will focus on *A Monster Calls*, *One man Two Guvnors* and finally *A Curious Incident of a Dog in the Night-time*. Studying these 3 plays will provide students with the opportunity to access and explore different styles and genres of theatre. They will write up a 12-page document for their course work at the end of the component outlining all of the elements that went into their process of studying *A Curious Incident of a Dog in the Night-time*.

Component 2: Towards the end of year 10, students will start Component 2 the students will focus on the play *DNA* by Dennis Potter. For this unit of work, they will learn rehearsal techniques, teamwork and will learn how to learn their lines, as well as perform this. This component is about the process of developing the piece, and the students will be recorded throughout so that the process can be documented. Those who wish to take a technical element will be able to light, create the sound, create the set or costume during this element. They will finish this component in year 11.

Component 3: For the final component of year 11, students will be given a brief by the exam board and must create a piece of drama that will meet the brief. This is essentially **devising**. Those who wish to take a technical element will be able to light, create the sound, create the set or costume during this element.

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Drama	Year 10 – term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Introduction to Component 1</b>	Introduction to the course.	Bell tasks Questioning Content of written notes Cold Calling Watching performances back Recall Quizzing	Lesson 1 <a href="#">Component 1- lessons.pptx</a>
	History of theatre		Lesson 2 <a href="#">Component 1- lessons.pptx</a>
	Roles and responsibilities within the theatre		Lesson 3 <a href="#">Component 1- lessons.pptx</a>
	Stanislawski		Lesson 4 <a href="#">Component 1- lessons.pptx</a>
	Brecht		Lesson 5 <a href="#">Component 1- lessons.pptx</a>
	Artaud		Lesson 6 <a href="#">Component 1- lessons.pptx</a>
	A Monster calls		Lesson 7 <a href="#">Component 1- lessons.pptx</a>
	One man two Guvnors		Lesson 8 <a href="#">Component 1- lessons.pptx</a>
<b>Key Words: Analyse, evaluate, Frantic Assembly, rehearsal</b>			

Learning the **determination** that the students will need to complete the course. They will find out what the course entails and how they can use **teamwork** in order to be successful.

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Drama	Year 10 – term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
	A Curious Incident of a Dog in the Nighttime	Bell tasks Questioning Content of written notes Cold Calling Watching performances back Recall Quizzing	Lesson 9 <a href="#">Component 1-lessons.pptx</a>
	Frantic Assembly		
	Physical theatre		Lesson 10 <a href="#">Component 1-lessons.pptx</a>
	Key Production Info		
<b>Key Words:</b>			

### Summative Assessment:

- At the end of component 1, students will have written their course work which will be marked for their end grade. They will be graded on learning outcome A: Investigate how professional performance or production work is created. Learning outcome B: Demonstrate understanding of skills, techniques and approaches used by professionals to create performance/ production work.

Drama	Year 10- Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson

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Key Words:
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Drama	Year 10- Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Key Words:</b>			

Drama	Year 10- Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
		Bell Work Recall Quizzes Spotlight: showing work back Written evaluation on performances	
<b>Key Words:</b>			

Summative Assessment:





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Drama	Year 10 – Term6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Key Words:</b>			

