

Drama Intent Statement 22-23

Intent statement

The Drama curriculum at GSA has been designed to develop all students' aesthetic, cultural and personal sensibilities, allowing them to experiment and grow within a creative and inclusive setting. It is the department's intention to expose young people to thematic concerns and issues that are relevant and pertinent to their life stage and develop a sense of tolerance, empathy and appreciation of other cultures, values and ideals; whilst feeling empowered to challenge and question different perceptions. A significant aspect of the Drama curriculum is centred on the power of oracy and the nuances in communication both verbal and non-verbal to help young people process, interpret and respond through the lens and viewpoints of others.

Curriculum design, coverage and appropriateness. What is the Rationale/Ambition for our subject?

The Drama curriculum contains interleaved schemes of work that focus on the three areas of devising, scripted and theatre makers with a clear line of action from Key Stage 3 to Key Stage 5 to aid retention, consolidation of knowledge and lifelong learning. Coverage includes the three subject concepts of an actor, director and designer that underpin a spiralled approach to the sequencing of topics. The Drama curriculum has been refined and updated to reflect the experiences of young people and allow all students to see themselves within their learning to promote a sense of inclusion. Further still, the curriculum aims to promote collaborative interaction amongst students and foster a sense of self-worth to equip them in all aspects of their later lives. The curriculum offers students opportunities to write critically and develop into perceptive audience members who are able to demonstrate how theoretical knowledge and practical application fuse together. As students move through the curriculum, they continue to build upon their devising with a focus on building knowledge of more advanced theatre practitioners and genres. They are exposed to a more challenging canon of set texts that introduces them to a wider range of playwrights and social, cultural, historical and/or political context of the literature. Increased opportunities are offered to prepare students for a career within the Performing Arts industry with links made with higher education institutes, arts practitioners and organisations.

Impact

The intended impact of the curriculum is to encourage students to become resilient, confident and versatile performers, directors, designers and theatre critics. This bank of knowledge will in turn allow them to pursue higher education, open doors to arts opportunities within professional settings and gain lifelong qualifications that will prepare them for the next phase in their Performing Arts career; either behind the scenes and/or on the stage. Each year, the Key Stage 4 and 5 curriculum pathways are reviewed to ensure that the qualifications offered including GCSE Drama, BTEC Performing Arts L2 and L3 are fit for purpose so a personalised curriculum can be offered. Impact is not only reserved for the curriculum. The enrichment opportunities including Arts Award, LAMDA exams and the whole school production are equally designed to contribute to student's aesthetic and personal development. Soft skill development is also a priority within the teaching of Drama and the young people's abilities to express themselves within a creative forum. Equipping our young people to become well-rounded good citizens as part of the wider community. Essentially, there are no glass ceilings within the Drama curriculum.