

Curriculum Intent, Implementation and Impact



High Close School

Drama

Subject: DRAMA

Subject Leader: MRS STARLING

Intent statement

(What do we want our young people to learn)

Discuss the critical content of your curriculum and what you intend the students to learn through your curriculum (what they should know by certain points in their life). Discuss the sequential order of learning.

By the time students leave High Close School they will have a firm grasp of the speaking and listening skills required for life outside the school environment.

These skills include:

- Confidence speaking in a group and individually
- Working as part of a team
- Formulating and sharing their opinions
- Adapting their language to suit the situation
- Being respectful to others
- Showing empathy and understanding
- Staying on topic and developing a deeper understanding of what is being discussed
- Listening to others and responding appropriately to what is said
- Communicating their wants, needs and ideas effectively

Students also experience Drama as an art form, and be able to identify elements they can relate to; as well as being exposed to a wide range of cultural experiences to develop their cultural capital.

They will have experienced:

- Being in performances on different scales (within lessons, school productions, productions outside of school)
- Critiquing drama they see, and have their own work evaluated
- Technical elements of drama (lights, sound, costume, make up, props)
- Working as an ensemble
- Making links with other art forms and subjects
- Devising their own work from given stimuli
- Working from scripts to create performances
- A range of different styles and genres of drama

The Drama department aims to develop individuals who are confident members of our society, aware of their own worth and value, and able to creatively problem-solve in order to make the changes necessary in their lives for their world to be a better place

Implement statement

(How will the students learn what our curriculum is delivering)

Discuss how you and your teachers will deliver your curriculum, how you will ensure students remember the most important things (opportunities for deep learning. Why are you or your staff teaching the way they are?)

The department is run by a Drama specialist and Drama is taught to all students across Key stage 2, 3 and 4. Courses covered follow a variety of programmes depending on the needs of the young people in the group, particularly at Key Stage 4 we offer courses including Arts Award Bronze and Silver, and tie in with the English Entry Level, Functional Skills 1 and 2 and GCSE courses. Topics covered change year-by-year to suit the interests and needs of the students.

At Key Stage 2 we focus on developing listening skills, being respectful towards each other and how to manage differing opinions within the group. These are a basis for the other skills to be built on as students move through the key stages. These are taught using Drama activities in order to facilitate these skills in a practical way.

At key Stage 3 students develop these listening skills as well as learning about discussion and group collaboration. They also develop their understanding of Drama as an art form through looking at a range of Drama forms and styles in order to experiment with them and further develop their performance skills. The Drama department teach the Speaking and Listening elements of the English curriculum to all students, building on the discussion and presentation skills learnt at KS3 in order to meet the assessment criteria at Entry Level, Functional Skills level 1 and 2, and GCSE in English. Although many of the students find speaking and listening a challenging aspect of the curriculum due to their special educational needs, using the Drama form works to develop these skills to a level where they can achieve the necessary qualifications. The head of department attends training courses and conference days to ensure the teaching and curriculum reflect current trends in education, and a broad range of relevant activities are being offered to students both through the curriculum offer and extra-curricular provision. Planning is detailed and outlines a range of different topics, skills and outcomes; this is shared with department staff and evaluated regularly. It is mapped to ensure progression for all students is made across the key stage and that progression occurs between key stages. Skills are revisited multiple times across each key stage to allow students to fully master the requirements at each level and enable them to build on these later on. Time within the curriculum is given so that students can revisit and retrieve prior learning and use it to further their understanding. Assessment at Key Stage 3 is new to the department and we are trialling ways to evidence that progress is being made. We also have a well-established program of extra-curricular activities including taking part in the global 'Shakespeare Schools festival', school talent show and summer production. We continue to look for opportunities to develop the cultural education of our young people across a wide range of art forms.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

Discuss how you will be able to judge the success of your curriculum and how well the students have performed.

Drama is measured using the following methods:

- Images and film clips of the young person's practical learning.
- Quality of practical performance outcome.
- Portfolios of evidence for Arts Award.
- Student evaluations / Peer assessment.
- Uptake of extra curricular activities- numbers of students involved in productions
- Behaviour of students during performances (listening and being respectful)
- Annual reporting to parents.
- Pass rate at Key Stage 4 qualifications.

Drama has an impact across the whole school since when students are involved in productions, their attendance is consistent on rehearsal days, their behaviour improves in some lessons and they feel more confident about working as a group in other lessons.