



Performing Arts Drama

Learning Journey

Intent • Implementation • Impact



Curriculum Intent

Performing Arts is taught two discreet subjects at Parkside. This in the Intent for Drama.

Drama is the study of people and emotion. It is the craft of communication. A deeply challenging and rewarding subject to study, drama presents a number of unique opportunities for students.

Our intention is for students to develop an understanding of their own emotions and to empathise with others. Alongside this we teach them the skills needed to rehearse, perform and evaluate their work building up the knowledge needed to progress to Level 2 study.

We aim to challenge students preconceived ideas about people and issues and introduce them to ways of thinking about their own feelings. By doing this we ensure that their emotional literacy is developed.

In Drama we explore the skills needed to create plays and perform. These are developed throughout Key Stage 3 enabling students to go on and study BTEC performing Arts in Key stage 4. Alongside these skills we also explore and discuss issues and ideas that support the PD curriculum. We aim to allow all students to benefit from the chance to empathise with others and explore imaginative situations that allow them to rehearse how to deal with their own emotions in real life within the safe context of a structured environment.

Although an emphasis is put upon skills development rather than the historical knowledge of theatre, students are taught to analyse and discuss each other's work using subject specific terms. This allows them to experience the rigour needed for more academic study of the subject.

A key element of performance is confidence: a very desirable quality in any walk of life. We provide a structured and scaffolded series of opportunities to perform that enable students to gain confidence and challenge themselves we acknowledge nerviness and shyness but do not accept them as a reason not to progress and improve.

Where possible we link work to the wider world of the performing arts industry referencing practitioners and companies. The realisation that the world of work encompasses creativity increases aspirations- particularly in our PP students who can lack cultural capital.



Curriculum Implementation

Drama lessons are very routine based. These routines are followed each lesson allowing students to know that whilst there may be challenges and surprises within the lesson there is a core structure they can rely on and trust. For example, students never perform without a whole class run through first.

Classes are taught as a discreet subject. in Yr. 7 students have a lesson each week of drama in Year 8 it is on rotation with music with each class being seen 3 times in a year. In year 9 classes are seen 4 times.

Lessons follow half termly blocks that have a theme. These are often narrative based. This allows students to identify and empathize with characters or explore events and ideas they may be unfamiliar with. Emphasis is placed on empathy and emotional literacy. We do not see Drama as 'acting classes'.

Drama at Key Stage 3 in general progresses from a focus on group skills – awareness of space and rehearsals for example, towards more challenging personal performance skills in Year 9. The process of making a piece of drama is given equal status to the performance: often students will evaluate the rehearsal as a means of improving their end performance.

At Key Stage 4 we follow the BTEC tech award in performing Arts. This course is geared towards vocational understanding and is delivered over two years. Key concepts for this course are taught within Key Stage 3 so they can be revisited in more detail within Years 10 and 11.

An emphasis is put on practical exploration of the ideas, with two sessions a week given over to practical work and one writing up and recording the experience. There are 3 units or components that are taught sequentially, culminating in a practical project and controlled assessment.

Here is an overview of the Key Stage



The break down above shows how the different core Areas are reinforced and repeated through the curriculem. The representations is demonstrative of the focus of the unit.

Half Term

7

8

9

Shoes
Group Skills
PD
Stylistic Knowledge

Theatre history
Stylistic Knowledge
Group Skills
Performance Skills
PD

Kings Sculpture
Stylistic Knowledge
Group skills
Performance Skills
PD

WindRush Script
Group Skills
Stylistic Knowledge
PD
Performance Skills

Folk Tales
Group Skills
Stylistic Knowledge
PD
Performance Skills

Practical com.
Group Skills
Stylistic Knowledge
Performance Skills

Richards Story
PD
Stylistic Knowledge
Group skills
P. Skill

Kamal
PD
Group skills
Performance Skills
Stylistic Knowledge

Skills
Stylistic Knowledge
Group Skills
Performance Skills

Practical Com.
Group Skills
Stylistic Knowledge
Performance Skills

Knife Crime
PD
Performance Skills
Gr.SK St. Kn.

Hamlet
PD
Performance Skills
Gr.SK St. Kn.

Skills
Stylistic Knowledge
Performance Skills
Group Skills

Practical com.
Group Skills
Stylistic Knowledge
Performance Skills



Curriculum Learning Journey

Topic	Vocab to be use fluently with understanding	Disciplinary literacy	Student outcomes
Shoes	Rehearsal, Gesture, Body language, Realistic, Effective, Build-up, moment of action, Aftermath, Levels Staging, abstract physical image, Globalization	'Say it better'	<ul style="list-style-type: none"> ✓ Work as part of a group to help create the right mood and effect. ✓ Understand the basics of 'good' staging. ✓ Understand the terms Realistic theatre. ✓ Be able to give basic examples of Abstract theatre. ✓ Realise they have a role to play in global economics as a consumer. ✓ With guidance, create basic sequences of drama using Music and drama skills to convey a message. ✓ Develop Emotional understanding and emotional literacy
Theatre History	Style, Chorus, stereotype, melodrama, acoustics	3 stage sentence structure Say it better	<ul style="list-style-type: none"> ✓ Be able to describe 4-5 historic theatrical times ✓ Have a basic understanding of 4-5 Historical times staging conventions and traditions. ✓ Have a basic understanding that our present theatrical practice reflects aspects of the past.
Kings Sculpture	Cinematic, theatrical, montage, tension, technical effects, sound, lighting,	3 stage sentence structure Say it better	<ul style="list-style-type: none"> ✓ Understand the difference between cinematic and theatrical thinking and how it impacts on the audience. ✓ Understand the relationship between realistic and effective ✓ Understand the importance of democracy in a society. ✓ Be capable of attempting realistic acting with an awareness of building tension (within the limits of the Yr 7 Context) ✓ With guidance, create basic sequences of drama using Music, projection and drama skills to solve a theatrical problem.



			✓ Develop Emotional understanding and emotional literacy
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Curriculum Learning Journey

Topic	Vocab to be use fluently with understanding	Disciplinary literacy	Student outcomes
Wind Rush	Rehearsal, Gesture, Body language, Realistic, Effective, Build up, moment of action, Aftermath, Levels Staging, Script,	'Say it better'	<ul style="list-style-type: none"> ✓ Work as part of a group to help create the right mood and effect. ✓ Understand the basics of 'good' staging. ✓ Understand the terms Realistic theatre. ✓ Be able to explain how to make a written line feel more realistic ✓ Have a basic understanding of the historic role England has played in shaping race ✓ With guidance, Create basic sequences of drama from a written script. ✓ Develop Emotional understanding and emotional literacy
Folk Tales	Narrator, Abstract physical image Physical theatre	3 stage sentence structure Say it better	<ul style="list-style-type: none"> ✓ Be able to describe Physical theatre and compare it to more realistic styles ✓ Have a basic understanding of how to convey intentions and a message or moral through a piece of Drama ✓ Develop an understanding that different countries share similar story telling traditions. ✓ Develop Emotional understanding and emotional literacy
Practical Commission	Rehearsal, Gesture, Body language, Realistic, Effective, Buildup, moment of action, Aftermath, Levels Staging, Script Narrator, Abstract physical image Physical theatre	3 stage sentence structure Say it better	<ul style="list-style-type: none"> ✓ Develop an understanding of rehearsal over a sustained period. ✓ Understand the relationship between planning structure and performance ✓ Be capable of attempting realistic acting with an awareness of building tension (within the limits of the Yr 7 Context)



			✓ With guidance, create basic sequences of drama using Music, projection and drama skills to solve a theatrical problem.
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Topic	Vocab	Disciplinary Literacy	Student outcomes
Richards Story	Subtext, Proxemics, Abstract,	3 stage sentence structure Say it better	<ul style="list-style-type: none"> ✓ Understand the use of subtext. ✓ Understand the basics of Proxemics. ✓ Be able to give basic examples of Abstract theatre. ✓ Realise they have a role to play in preventing bullying. ✓ With limited guidance, create sequences of drama using and drama skills to convey emotion. ✓ Develop Emotional understanding and emotional literacy ✓
Kamal's Story	Empathy, Forum theatre,		<ul style="list-style-type: none"> ✓ Understand Forum theatre ✓ Have Empathy for people removed from their own experience ✓ With guidance develop realistic dialogue.



			✓ Develop Emotional understanding and emotional literacy
Practical commission	Brief, commission, client, target audience, rehearsal schedule,	Say it better 3-part sentence structure	✓ Students can (with guidance) produce piece of original work from a structured brief. ✓ Students can make guided choices based on the need of the target audience. ✓ Students can evaluate their work identifying strengths and weaknesses
Skills Scheme	Symbol, symbolism, contrast,	3 stage sentence structure Say it better	✓ Understand the use of contrast within Drama to create meaning or effect. ✓ Understand a range of symbolic effects and how to use them ✓ With minimal guidance create short clear pieces of drama.

Year 9

Topic	Vocab	Disciplinary Literacy	Student outcomes
Knife Crime	Sustained meaningful dialogue,	Dialogue creation Say it better	✓ Students can create sustained meaningful dialogue (around 3 minutes). ✓ Students can mark a key moment using abstract physical imagery with minimal guidance



			<ul style="list-style-type: none"> ✓ Students can create realistic believable characters ✓ Students have a clear understanding of the impact of Knife crime on a family and wider community ✓ Develop Emotional understanding and emotional literacy
Hamlet	Motivation, Given circumstances	Dialogue creation	<ul style="list-style-type: none"> ✓ Be able to describe key elements of hamlets plot and hamlets motivations. ✓ Students can create sustained meaningful dialogue from a stimulus removed from their own experiences and context. ✓ Students should be able to articulate links between Hamlet and modern issues, such as mental health and divorce. ✓ Develop Emotional understanding and emotional literacy
Skill scheme	Juxtaposition, Semeiotics	Say it better 3-part sentence structure	<ul style="list-style-type: none"> ✓ Understand the use of contrast within Drama to create meaning or effect.



			<ul style="list-style-type: none"> ✓ Understand a range of symbolic effects and how to use them <p>With minimal guidance create short clear pieces of drama.</p>
Practical commission	Brief, commission, client, target audience, rehearsal schedule,	Say it better 3-part sentence structure	<ul style="list-style-type: none"> ✓ Students can (with guidance) produce piece of original work from a brief. ✓ Students can make choices based on the need of the target audience. ✓ Students can evaluate their work critically



Curriculum Impact

Drama impacts both directly on student's ability to create and discuss drama but also across the school in terms of student oracy and emotional literacy. Drama also supports and deepens the PD curriculum through the topics covered.

It is difficult to measure the increase of a student emotional literacy and empathy. However, we track their capacity to create drama around themes that require empathy and emotional understanding. Students' engagement with topics and discussion also can be gauged. Whilst no formal mark is awarded for emotional literacy it plays a factor in students' capacity to develop meaningful and appropriate pieces of drama.

Each scheme of work has an assessment task centered around the creation of a scene or sequence of scenes. These are normally videoed for evaluation and discussion purposes with the class. (Note this process has been affected by COVID and currently is being phased back in to allow students to gain in confidence before assessment takes place)

Marks are awarded on an adapted rubric created by the Arts Council of England. This provides a clear set of achievable goals for students. Students across key Stage 3 are marked on the same set of criteria and can see their position on the learning journey. These criteria are graphically displayed in teaching spaces for reference.

This formal process takes place every half term, however informal assessment is used and integrated throughout the schemes. Often students will complete a task and be allowed to almost immediately repeat it after a short window of rehearsal- this allows them to cement the concepts and ideas and improve their working methods.

Informally Impact is also measured through engagement, fun and a sense of creative buzz that often accompanies and drama lesson.