

Drama and Performing Arts Curriculum Intent

The Drama curriculum at Beckfoot Oakbank provides planned opportunities to develop self-belief and confidence in our students' ability to express and articulate their views verbally and non-verbally in creative and imaginative ways. Through carefully planned sequenced learning that builds on skills and knowledge, the Drama curriculum provides opportunities for all students, regardless of their starting points, to develop the tools needed to become independent and proactive learners with the ability to acquire the necessary resilience, knowledge and skills to succeed. Key Drama skills, styles and Practitioner's work are gradually introduced throughout KS3 and are interleaved throughout the curriculum, so students have the necessary skills and knowledge to succeed at KS4. For example, in Year 7 students study various Roald Dahl scripts, in Year 8 study more complex work such as 'Macbeth' and in Year 9 students' study 'A Curious Incident of The Dog in The Night-time'. These plays have been carefully sequenced to allow students to explore and embed performance and vocal skills, whilst increasing the challenge of the texts in which they apply these skills in preparation for KS4.

Drama develops independent thinkers with tasks that motivate, engage, and cultivate curiosity, providing opportunities along the way to demonstrate their skills and reflect on their progress. The curriculum furthermore provides opportunities to broaden the horizons of all students so they can all make personal contributions to the wider community and develop leadership skills. We provide opportunities for students to work collaboratively in both lessons and extra-curricular activities in the immediate school environment. Students can demonstrate their contributions through performances.

Entitlement: All students in Drama learn the knowledge and skills detailed in our curriculum, which are categorised into three strands: Application of rehearsal and creative skills, application of performance skills and application of appreciation and evaluative skills. Within each strand, we have created Age Related Expectations that have been carefully crafted to include the National Curriculum requirements and the foundation of skills needed for students to progress into KS4. In KS3, each SOL identifies the Age-Related Expectation covered, the big idea (overall intention) and how this SOL links to the National Curriculum.

Coherence: The curriculum is sequenced to support/develop students' skills and knowledge. Some topics (such as Physical Theatre) are covered in Year 8 and 9. For example, in Year 8 students develop an understanding of Physical Theatre and in Year 9 they then apply this style to a performance work. Such sequencing has been created to embed knowledge and skills and to encourage students to know more and remember more.

Mastery: All learning within Drama builds ratio in line with the school ethos. At the start of Year 7 students develop a basic understanding of Drama skills and styles and throughout their KS3 journey they have opportunities to master these through exploring these in different contexts, whilst gradually introducing new skills and styles to develop our performers.

Adaptability: The curriculum is adapted to meet the needs of learners at class level and individual level. Our Nurture Curriculum is adapted each year to meet the needs of the students within the Nurture classes. Within mainstream teaching, class teachers adapt the curriculum for their classes, including adaptations for SEND and appropriate challenge. We understand that models are an essential part of developing and sharing drama skills and techniques and ensure that these are used to particularly demonstrate challenging concepts. Similarly, work is carefully scaffolded for example when examining practitioners' skills and techniques.

Representation: A diverse range of artists and images are used in resources throughout the curriculum to enable students of all backgrounds and identities to recognise the relevance of Drama and how it is representative of a range of countries and cultures. For example, in Yr7 students learn about Rosa Parks and the Civil Rights movement, in Yr8 they learn about the works of Willy Russell, focusing on topics such as social class and inequality and in Yr9 they learn about practitioners such as Stanislavski and Brecht and how their techniques can be used to express ideas and challenge audience's thinking about the wider world.

Education with Character: Students have the opportunity through the curriculum to learn about true life experiences such as the Hillsborough Disaster and Martin Luther King's speech. Beyond the classroom students will have opportunities to perform in external events including The Beckfoot Trust, festivals, competitions and in school Christmas and summer shows, Open Evening events and Musical productions.