

Subject: Drama

Head of Department: Mr Amos

Curriculum Intent

The Riverside drama curriculum involves both practical and academic approaches which students use to discover different styles, processes and interrelationships in theatre. Students develop interpersonal skills via exploration of drama mediums and techniques that expose all students to creativity, interpretation, performance and the industry as a whole.

The curriculum leads students through the different stages of their 5 year education that is designed to build on prior knowledge and skills which challenges and stretches all students. Through a clear progression of selected texts, stimuli and transferable skills, students are guided to become theatre creators whom produce, reflect and develop autonomously. At KS3 students explore different processes of creating drama and drama devices. The BTEC curriculum draws upon all their prior knowledge and skills to allow for a more practical application that capitalises on performances and the creative industry.

Drama has a rich essential wider curriculum which includes after school clubs, the annual school musical, a talent show and inter-house competitions. These give all students the opportunity to pursue the arts regardless of their GCSE options. Trips and workshops are organised to ensure all KS3 students observe professional theatre annually. In KS4 student take part in Arts Week, link with Royal Shakespeare Associate Schools and the University of East London and work on cross curricular projects.

As a department we strive to ensure every student is fully equipped with fundamental life skills. Our students are effective communicators, demonstrate high levels of creativity and successful collaborators, producing confident, well-rounded and an autonomous young adults ready for their next steps in their creative education or other chosen pathways.

Year 7 Topics

- Half term 1 – FUEL BAGS (Introduction to Drama)
- Half term 2 – Scripted (Detective vs Accused)
- Half term 3 – Physical Theatre

Year 8 Topics

- Half term 1 – Devising from a Stimulus
- Half term 2 – Scripted (Ernie's Incredible Illucinations)
- Half term 3 – Sam's Story

Year 9 Topics

- Autumn Term 1 – Exploration of drama devices.
- Autumn Term 2 – Scripted (DNA)
- Spring Term – Shakespeare
- Summer Term – Responding to a Brief
- Summer Term 2 – Responding to a Brief

Year 10 Topics

- Autumn Term – **C1** Exploring the Performing Arts (10% of total grade)
- Spring Term – **C1** Exploring the Performing Arts (10% of total grade)
- Summer Term 1 – **C1** Exploring the Performing Arts (10% of total grade)
- Summer Term 2 - **C2** Developing Skills and Techniques in the Performing Arts (15% of total grade)

Year 11 Topics

- Autumn Term – **C2** Developing Skills and Techniques in the Performing Arts (15% of total grade)
- Spring Term – **C3** Responding to a Brief (20% of total grade)
- Summer Term 1 – **C3** Responding to a Brief (20% of total grade)
- Summer Term 2 – N/A

BTEC Specification Details and Assessment:

Pearson: BTEC Tech Award in Performing Arts

https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf

Component 1: Exploring the Performing Arts

- 30% of the overall grade.
- Students will develop their understanding of the performing arts by examining practitioners' work and understanding the processes used to create performances.

Component 2: Developing skills and techniques in the Performing Arts

- 30% of the overall grade.
- Students will take part in a series of workshops and rehearsals. Students will develop your performing arts skills and techniques through the reproduction of a play. You will need to write consistent diaries evaluating your skills as you go through the process of the workshops, rehearsals and final performance.

Component 3: Performing to a Brief

- 40% of the overall grade.
- You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

Assessment and Examination

Consistent assessment takes place in all written work, rehearsals and final performances. The emphasis of this course is very much on exploration of professional and existing works through both practical and theory studies. You will be given the opportunity to explore different plays and devise your own work.

SMSC (spiritual, moral, social and cultural development + extracurricular links)

Most of the SMSC involvement in drama is via the texts and plays that are explored and the themes and topics that are the stimuli for devising. An example of texts would be DNA which explore themes such as relationships, mental health, bullying, religion or belief, etc.

We have many extracurricular links with surrounding schools and organisations. We are fortunate to be a part of a local annual arts festival, projects with the Royal Shakespeare Company, UEL, the Young Action Citizen's Group and surrounding schools. We also invite a lot of outside companies and organisations that come into Riverside to perform and lead workshops with students in various key stages and each student visits the theatre at least twice. The number of visits to the theatre increases in key stage 4 for option groups.

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