

Drama at Budmouth Academy

The Drama Curriculum

Drama at Budmouth Academy develops communication skills, teamwork, dialogue, collaboration and socialisation. It stimulates the imagination of our students, developing a deeper understanding of human behaviour and empathy with situations that might seem distant. It allows the development of critical thinking through the decisions we make in group work, and creativity in trying to create meaning for an audience. Through challenging, engaging drama lessons we experiment with new ways of communicating, it encourages us to use our bodies and our voices; to stand up for what we believe in and to speak with knowledge and confidence.

Intent:

- To ensure that our students have access to and an appreciation of drama texts, live theatre and recordings of professional works.
- To understand the page to stage process and how theatre design communicates meaning to an audience.
- To allow students to explore real world situations in a safe and supportive environment
- To expose our students to lives and experiences different to their own and ask them to develop an opinion on diverse issues.
- To build a set of performance skills, using body and voice to portray characters and situations different to our own.
- To work collaboratively, learning to listen the viewpoint of others and to negotiate and debate ideas and opinions.
- To work creatively, building knowledge, so as to make theatre through the creation of character, narrative and performance style.
- To experiment with the practice of different theatre companies, genres and practitioners.
- To build confidence, tolerance and resilience.

Implementation and delivery of the curriculum

Drama is taught following a clear structure of creation, performance and evaluation.

Creation can be either improvised, devised or scripted theatre.

- In improvisation activities students are challenged to create spontaneous moments of performance in fast paced, unrehearsed responses to tasks and exercises. This could be by way of a warm -up task or as a response to stimuli which is developed further.
- In devising work, students respond to a stimulus; a scenario, a photo, an object, a piece of music etc. and create narrative, character, dialogue and movement.
- For scripted performance units, we work with the original text and learn the page to stage process, looking carefully at how playwrights develop narrative, how movement and characterisation is implied and how an actor applies their skills to the text.

	Year 7	Year 8	Year 9
Autumn Term	<i>'The Plane'- script</i>	<i>'War Horse'- script</i>	<i>'Our Day Out'- script</i>
Spring Term	<i>'The Pier'- devising</i>	<i>'Darkwood Manor'- devising</i>	<i>'Romeo and Juliet'- staging and design</i>
Summer Term	<i>Theatre History- Commedia Dell Arte</i>	<i>Scriptwriting and Performance</i>	<i>Devising theatre- introduction to practitioners</i>

Impact

Our assessment is from practical observation, contribution to lessons and evidence of both verbal and written evaluation. Each unit of work has its own learning booklet in which students record ideas and evaluate their own work and the work of others.

The booklets contain support for those who need it, as well as extension tasks to challenge the most able and those with a specific interest in drama.

We assess drama in 3 ways, through Creating, Performing and Evaluating. At KS3 students are awarded a grade of Developing, Secure, Advanced or Exceptional and the grade descriptors are in their Learning Booklets for reference.

Performances are recorded and watched together as a class; students are encouraged to reflect on their grades through teacher-led DIRT time and use the descriptors to identify 'What Went Well' and 'Even Better If'.

Assessment takes place every half term.