

Drama and Dance Curriculum intent and implementation

The study of Drama and Dance (Ks4) at St Martins School are considered activities which are vitally important vehicles to nurturing the creativity, passion and individuality of each child at our school. Creative endeavours encourage our students to be inquisitive, spirited, inventive and inclusive but in doing so alongside Music and Art enlivens and complements the academic life of the school.



St Martins has built up a strong standing for Drama and Dance teaching over the last 15 years within the region. We have built excellent relationships with feeder schools, and achieved 100% plus results. This is due to the commitment of the students to their learning but also the planning of their study to suit each cohort effectively. The study of drama at Ks3 builds their skills, their knowledge and analysis of styles in preparation to obtain a coherent understanding of the subject in preparation for their application and undertaking at a higher level.

Drama creates the curriculum to ensure student gain a broad skills based understanding but also compliments subject matter studied in PSHE, English (Shakespeare and An Inspector Calls) and History. This is crucial for cross curricular links that the students will gain greater understanding of subject matters and texts via a performance study.

Dance is studied in year 9, many students will be members of Border County School of Dance where some compete at a high level and perform in recognised exams. These students will be knowledgeable of their dance styles and will be able to involve and aid in the development of unexperienced students, making them inclusive and exemplary citizens.

The department therefore, although small, seeks to have a wide impact across the school.

The Drama and Dance Departments aims to:

1. Produce work of the highest standard which the whole school can celebrate in public performances
2. Promote knowledge and understanding of theatre as an art form
3. Equip pupils with the necessary skills and techniques to be successful
4. Create opportunities for pupils to observe professional work
5. Develop pupils' expressive and interpersonal skills
6. Broaden pupils' use of literacy

The curriculum at St Martins is based on an understanding that Drama and dance are art forms with a discrete body of knowledge including conventions, history, skills and methods of working. Drama and Dance also fosters an understanding of continuity and change, and of the connections between different times and cultures.



Learning experiences in both subjects are provided which involve the intellect, emotions, imagination and body, and engage the whole person.

Self-confidence, Selflessness and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works. Here at St Martins, we have designed a curriculum that hopes to merge all aspects of the subject together, so that students reap the rewards, of not only the development of the whole person but also, equally important, the academic.

Our Year 7 and 8 Curriculum in drama draws on the contemporary drama and theatre practice of creating, performing and reflecting. These practices are active, experiential, critical and reflective. Our Year 9 – 11 Curriculum is of course influenced and guided by the current examination pathway – Btec level 1/ 2 Tech Award in Acting and or Dance.



The Drama and Dance Department are taught primarily within a purpose built drama studio (black box) and dance studio. They have access to and use the modern purpose built Arts Centre, 'The Hub'. It houses a black box theatre (The Gantry), changing rooms, Lighting and Sound box operated via an Ipad for control, costume store, box office, foyer and restaurant area.

Key Stage 3

Year 7 pupils receive a one-hour Drama lesson each week, in mixed ability groups. The curriculum content, delivery and assessment format focuses on the development of Drama skills in the following areas – Creating, Performing and Reflecting. Topics of work explore a variety of basic drama techniques, using creatively adapting existing stories such as 'The Pied Piper'; play texts such as 'Macbeth', ensemble theatre (Greek) 'Medea' and fictional/ factual (Historical) settings as stimuli: The Victorian Project and The haunted Lift.

Year 8 pupils receive a weekly, one- hour Drama lesson each week, in mixed ability groups. The curriculum content, delivery and assessment format focuses on the further development of Drama and Acting skills. Topics of work cover distinct areas of the art form such as mastering the art of performing with The Island project – creating a community; Melodrama; how to use scripted text as a stimulus or thematic work based on Bullying using Brechtian and Berkoffian techniques to devise a Theatre in Education performance for year 7; Shakespeare and Superheroes, what makes a hero?

By the end of Year 8, those students who do not opt to study the subject at a higher level, cease to receive Drama lessons.

Key Stage 4



Students opt to study Drama and Dance Btec level 1 / 2 In performing arts, specialising in either medium by the beginning of Year 9. These students receive two hours of Drama training per week. They attend these lessons in mixed ability groups. Year 9 is an important foundation year for Years 10 and 11. Students will be prepared and ready to sit their examination in year ten in order to provide them the opportunity to guide their studies.

The emphasis of the Year 9 course is development on creativity, practical performance, understanding the history and development of the art form and overall enjoyment.

The Btec Criteria will begin after the first half term. Assessment is based on the Btec Drama/ Dance specification and examination components:

This component is marked by teachers and moderated by Pearson.

Component 1

What's assessed?

- Knowledge and understanding of drama and theatre
- Study of three plays, all of which are a different style of performance
- Analysis and evaluation of the work of live theatre makers

How it's assessed

- Completion of a set of written Criteria for the three performances:

Information on the writer/choreographer, synopsis of the performance, First impressions and how the performance matches the style, the process in the creation of the performance, themes, creative

intentions, the skills and responsibilities of the performer and one non-performance role plus a log of the practical workshops used to gain insight into the style.

- Report on the interrelationships between the components for the making of a performance.
- 30% of Btec Grade

This component is marked by teachers and moderated by Pearson

Component 2:

What's assessed?

- Development of skills and focus
- Writing skills – log books and evaluations
- Acting/dance performance

How it's assessed?

- Skills audit – initial skills, targets, final evaluation of skills development
- Acting/Dance log (acting workshops – level of detail and technical vocabulary in their writing: what they have done, how? (explanation of physical and vocal (drama) skills), why? (justification for their choices – effect they want the audience to perceive)
- Three milestones (summary of skills development)
- Final performance will have their fluidity, and expression as a performer skills assessed



Component 3: Examination

What's assessed

The students' ability to devise a performance based upon a theme and commissioning body; they will be responsible to work as a team member, provide ideas and develop their scene/dance and character. They will need to be able to plan and write three criteria as an essay in exam conditions.

Students are able to plan their essays prior to writing them in controlled conditions. Their plan will be checked that it is only bullet points and not in complete sentences to ensure they are tested on their compilation of sentences and the use of technical vocabulary

How it's assessed

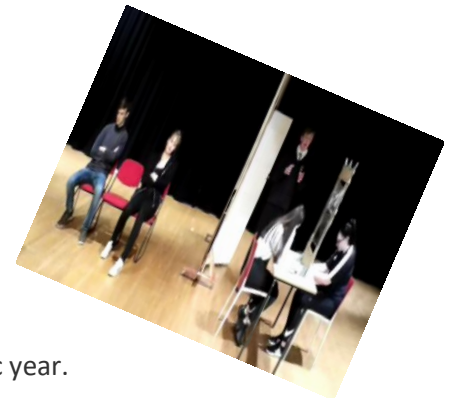
- Ideas log (600 words, at present. 15 marks)
- Skills log (600 words, at present. 15 marks)
- Performance 18 marks (3-7 students in a group, 7 – 15 minutes long, depending on the size of the group)
- Evaluation (600 words, at present. 12 marks)



Extra-Curricular Opportunities

The Drama Department has a busy extra-curricular schedule throughout the academic year.

Opportunities are provided for all students across the year groups – Active 8 drama club, Border Counties Dance school.



Trips:

We are proud of the varied enrichment trips, both day and evening, that we provide for our students throughout the busy school calendar. We have a strong ethos in the department that centres around students seeing varied professional work, as well as being able to take part in professional workshops. We believe these experiences have a lasting impact on our students and, inspire and improve the quality of their work within the classroom.

- Year nine visit Liverpool University

- Visits the theatre to watch a play they are studying
- American students visit every two years to perform to our students
- External practitioners visit to hold a workshop (where possible)

Skills For Success and Career Opportunities

Many students from St Martins go on to study Drama or Performance at University, and some are successful in auditioning for the highly competitive UK Dance Schools. Past students end up in a variety of different jobs. We have students who are now working as professional actors on stage and in Film/TV. Others work in touring theatre companies and deliver workshops in educational settings. One dancer is now performing on a Cruise Ship and another at a resort in Turkey. There are many possibilities. Below, details possible future career paths.

Theatre – actor / dancer/ director / choreographer

Film & TV – actor / presenter / dancer/ choreographer/ director / producer

OR set up their own touring Theatre in Education/ Dancing Company with friends that you meet, specialise in Physical Theatre, Street Performing, Animation Voice Overs, Music video dancer, become an Agent for performers, Theatre Critic or Arts Journalist, teacher... the list is endless!

Other qualities and key skills that can be gained from studying Drama: **Respecting Others, Confidence, Aspirational and Humility**