



Highworth Warneford School Department Curriculum Intent Statement



Curriculum Intent, Implementation and Impact Statement

Highworth Warneford School: Drama Department

Introduction – Overall Department Intent

The aim of the Drama department is to provide opportunities for students to discover talents and fulfil their potential to be creative, assured and reflective individuals through inspired learning. We enhance experiences for all with an extensively & culturally rich curriculum where emphasis is placed on building knowledge in growing complexity through practical learning, to develop skills to empower pupils to be curious, ambitious and a passion for performing arts. We are passionate about the transferrable skills that Drama embeds and building a confident individual that embodies integrity, challenge and excellence and will thrive through their whole school experience.

Department implementation with the HWS 5 Keys to Curriculum Success

Knowledge, skills and mastery	<p>Students are given an enriched curriculum with ample opportunities to develop knowledge across a range of styles, skills and devices giving them a platform to challenge themselves and achieve excellence. Our curriculum is aspirational, with first class teaching across the faculty through collaborative and reflective practice. Students are given opportunities to explore a range of roles within Drama from performing, to devising, to script work & reading scripts. As well as exposure to a range of modern social issues explored through drama to help pupils understand their place in the world and build their own personal character. These opportunities are taught to all, often at the same time so all pupils have equal access by their classroom teacher, however where resources need sharing, we accommodate this in the Curriculum planning to ensure all students have a range of experiences and strive to be ambitious within their expression and appreciation of performing and appraising.</p> <p>All knowledge increases in challenge and complexity. Scripts are taught each year building up from applying techniques, to stylistic features, to Year 9 studying a GCSE text, <i>The Crucible</i>, applying an appropriate practitioner. Exploration of devising builds on knowledge in Year 8, the investigation and theatre in education (connection to PSHE), which is further developed in Year 9 with the application of practitioners in achieving appropriate performance aims. To create ambitious learners there's a focus on evaluative and analytical skills to empower students to be ambitious and fuel self-belief. Embedding the analytical skills allows students access to skills they would require for GCSE Drama, if they choose it as an option. Ultimately the curriculum inspires students to challenge themselves to achieve excellence and find curiosity and passion for learning of which drama is challenging when considering the complexity of character and inference of messages to the audience to express emotion and multiple facets of character and theme within a performance.</p>
Literacy and numeracy	<p>Literacy is very much embedded within our drama curriculum through understanding and applying terminology. Pupils create 'Toolkits' to input terminology and definitions through SoW. This tool allows students to take ownership of their learning and use it as a support, especially in rehearsals. Additionally, drama introduces the GCSE written structure in KS3 to support transition and ensure students have the analytical and written skills for this component of the GCSE course.</p> <p>As mentioned within Drama, there is a complexity of the texts and plays used, which gradually introduce pupils to more advanced language and develop their ability to stage from a script. For example, in earlier years we get pupils to read a script and then improvise from the script, developing their ability to comprehend the texts and language used. The plays also allow for cultural development through exploring a range of character, themes and a range of different places in the world or time.</p> <p>Numeracy within drama takes inspiration from the way mathematicians think. We consistently look for ways to challenge learners to problem solve, break tasks down, think logically, interpret solutions from stimulus presented, encourage to organise and present information in a variety of ways and we encourage error checking when it comes to playing the correct notes, rhythms or line learning. This also extends to the rhythm of line delivery which links to emotion and character perceptions.</p>



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Entitlement and engagement	<p>We believe all students should have the opportunities to participate in drama building their integrity & culture. We present students with a range of opportunities that Drama facilitates this development of self as well as making connections to careers beyond performing. The transferable skills drama nurtures are key skills for all careers settings.</p> <p>We strive to create an environment which belongs to the students. Whilst we have job role displays, we ensure all displays are purposeful and can be used to support learning in our classrooms. We also have displays that are interactive, helping create individuals who are independent and eager to seek out information.</p> <p>We have a drama studio which has been refurbished and is equipped with blackout curtains and stage lighting, providing access to professional equipment which improves the experience of performance as well as allows students to plan for lighting and stage technical requirements all which add and enhance the audience experience.</p>
Aspiration and wellbeing	<p>In order for students to aspire to achieve excellence it is our responsibility to ensure their wellbeing is cared for. This is something we believe is driven from outside the classroom and in return will impact their classroom behaviours. We have created a culture in drama where everyone is welcomed, and this is evident in students using spaces provided as a safe and supportive space. This culture nurtures the value of integrity that the school upholds. There is incredible team work within the department, between staff and students. Our awareness of social, emotional and mental wellbeing of students allows for us to support and enhance individual experiences, this is something we're incredibly proud of in the department. Students feel a sense of achievement, and are proud to celebrate their work in lessons and encourage others to participate. Whilst students are encouraged to develop an interest in, and skills directly related to the drama, they also develop a host of transferrable skills that can be transferred to later learning, team working and future careers. Our intent is to develop essential skills and qualities such as teamwork, organisation, responsibility, cultural history, confidence, discipline, self-evaluation as well as listening, social, and interpersonal skills. As these skills are embedded in the schemes, they are regularly honed through a broad range of topics at KS3, which in turn prepares them for KS4. The teachers regularly partake in educational CPD in order to keep up to date with the curriculum and its delivery.</p>
Community, respect and enrichment	<p>The community within the drama department unpins everything we do. There is a culture of integrity, challenge and excellence for both staff and pupils, which has allowed for us to grow. Being a performing art subject there are also links to other performing departments such as music as we collaborate within whole school productions which are held every two years. At KS4 we arrange live theatre visits which links into the analysis of live theatre component 1.</p> <p>Staff within the department strive to enhance their practice and engage well with whole school CPD (Rosenshein, TEEP and CP training), whilst also seeking out their own training with exam boards and other practitioners. We are also working with drama and performing arts colleagues across the trust in sharing and developing schema.</p>

Curriculum implementation

- At KS3 – 2 lesson per fortnight.
- At KS4 – GCSE Drama - 5 lessons per fortnight.