**Drama**

Curriculum Statement



**Intent**

The Drama curriculum at Rosewood aims to provide students with a positive outlook on education. The majority of pupils at Rosewood have previously had unsettling experiences throughout their education which has negatively impacted their communicative skills, confidence and self-belief. Drama at Rosewood aims to provide students with fundamental and transferrable skills which will support them throughout their further education and beyond. By providing a safe environment to experiment and explore, pupils will be encouraged to forget their inhibitions and embrace diverse lifestyles. Drama will spread across the curriculum and network with several differing subjects; PSHE, English and Art to provide a practical element to the pupils learning.

**Implementation**

Drama at Rosewood will create a unique, practical and diverse learning experience. Pupils will be expected to experiment and take risks in a safe learning environment in order to create a memorable experience to cement student’s knowledge of several topics within differing subjects across Rosewood’s curriculum. Drama is fundamentally about the growth of the individual, by receiving praise and gaining motivation, the students will gain confidence and therefore will have more self-belief that they can push themselves to achieve. The aim of each scheme of work will be clearly identifiable to all students, allowing them to understand what they are gaining through the learning experience. Drama is committed to providing opportunities for discussion and improvisation which surround relevant topics from other areas across the curriculum, this will provide a practical approach, allowing the students to have several ways to remember and understand their learning. The Drama curriculum at Rosewood provides students with opportunities to develop numerous fundamental skills to assist their success for the future.

**Impact**

Drama is brand new on the curriculum at Rosewood for the Academic year of 21/22. Though there have only been few lessons taught, it is clear students are beginning to learn the fundamental concepts and skills of drama and their development of confidence within lessons has been presented via peer assessment and feedback of performance during lesson time.

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS2** | ENGLISH LINK**Charlie and the Chocolate factory**Monologue writingThought track Freeze FrameImprovisation | DRAMA EXPLORATION **Pantomime / A Christmas Carol**Script workPerformance Skills Stock characters Voice | ENGLISH LINK**Voices in the Park**Improvisation Characterisation Creation of characterScript writing | ENGLISH LINK **Running Wild**Flashbacks Flash-forwardsPlacardsPhysicalityEmbodiment  | DRAMA EXPLORATION **Masks**Basic Commedia Dell’ArteCreation of masksComedyPhysicality | ENGLISH LINK **Arthur High King of Britain**Status Seven levels of tensionEmbodiment Script work  |
| **YEAR 7**  | PSHE LINK**Celebrating Difference**Thought track Freeze frame Improvisation Marking the moment | ENGLISH LINK**Folktales**Story telling Performing soloAudience engagementBlocking | ENGLISH LINK**Matilda**Characterisation Improvisation Marking the moment Hot seating | DRAMA EXPLORATION**From Page to Stage**Line learning Blocking Stage directions Character development | ENGLISH LINK**Wonder**Split Staging Flashbacks Flash-forwardsPerformance | DRAMA EXPLORATION **Slapstick Comedy**Title cardsMusic Slow Burns Silent Acting |
| **YEAR 8** | ENGLISH LINK**Stone Cold**Homelessness Improvisation Thought tracking Costume | DRAMA EXPLORATION **Working from a Stimulus**Synopsis Script writing Set Designing Directing | PSHE LINK**Proud to be me!**Hot seating ImprovisationRole on the wall Monologue | ART LINK**Puppets Project**Direct AddressPerformance Puppetry Character | ENGLISH LINK**Romeo & Juliet**Shakespeare Analysis of text Blocking Performance | PSHE LINK**LGBTQ+ Explored**Hot seatingImprovisationDuologuesForum theatre |