**Drama**

Curriculum Statement



**Intent**

The Drama Curriculum at Rosewood relates to several subjects within our whole school curriculum (English, PSHE and Art). Drama allows our students to take a step back from the traditional academic lessons and provides them with an alternative, practical way to learn and embed knowledge. The majority of pupils at Rosewood have previously had unsettling experiences throughout their educational lives which has negatively impacted their communicative skills, confidence and self-esteem. Our curriculum for Drama aims to provide those fundamental skills which will support them through further education and beyond.

In Drama, students can expand their thought processes and learn how to articulate their opinions and feelings on a particular subject. Due to these foundations, Drama is a valued portion of our English Curriculum. At Rosewood, we aim to ensure all students have the opportunity to gain knowledge and skills via a theatrical outlet whether this be through performance, directing, designing, or writing. Drama’s creative nature allows us to give our students a sense of achievement regardless of the students’ academic ability.

The central focus for our Drama curriculum is communication, social skills and emotional engagement which will challenge our students due to their turbulent lives, but will eventually allow them to counteract their negative thoughts with a more reasonable and sophisticated response to situations. We aim to develop our pupils’ interpersonal skills by collaborating creatively and stimulating their imaginations to explore difficult situations and issues to create empathy around topics.

At Rosewood, we intend for our drama classroom to be a safe and non-judgemental environment. Providing a safe space for students to experiment and explore, pupils will be encouraged to forget their embarrassments and embrace the task at hand.

**Implementation**

At Rosewood, students will engage in one lesson of Drama per week throughout KS2 up until the end of Year 8. Drama will create unique and memorable learning experiences through the use of different drama techniques applied within lessons and several workshops and trips students will have the opportunity to attend.

Pupils will be performing in a safe learning environment to assist students in feeling comfortable and confident in sharing ideas and expressing opinions. Each module is carefully crafted to link with several topics and subjects throughout the school, allowing multiple opportunities for students to gain an understanding of the important topic being studied.

Drama is committed to providing opportunities for students to communicate with others and experimenting with circumstances to provide more empathy and understanding towards difficult situations. Drama will be discussion based and full of improvisation, allowing students to experiment with the correct way to respond to situations but also be able to articulate how it made them feel. Our students will be prepared with the fundamental skills needed to succeed in KS4.

With these elements as our key focus, we are often able to see emotional engagement and understanding develop as our students open up and talk about issues that worry them. Students are still able to engage with Drama even when their lessons are not timetabled, as at Rosewood, we run a lunchtime Drama club and run devising workshops which have been turned into performances.

**Impact**

Drama was new to the curriculum at Rosewood for the Academic year of 21/22. Since Drama has been embedded into the curriculum, there has been major engagement and interest towards the subject. Pupils have expressed enthusiasm towards the subject and offsite theatre trips. It is evident that students are learning the fundamental concepts and skills of drama. As their confidence increases in Drama, so does their willingness to answer questions through the whole school. Drama has also had a major impact on students’ ability to sight read dialogue fluently within English lessons, students often volunteer to read in lessons. There is a clear relationship between English and Drama as students are able to embed the knowledge from both subjects and create a more in-depth answer. Alongside the answers being given in other lessons, Drama is also encouraging the National Curriculum as it is enhancing speaking and listening throughout the school.

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS2****(1)** | DRAMA EXPLORATION**Greek Theatre** Comedies TragediesTheatresChorus | DRAMA EXPLORATION **Pantomime**Understanding scriptsMelodramaStage direction  | PSHE LINK **Health and Wellbeing** Mental health Physical healthSelf esteem Emotions  | ENGLISH LINK**Aquila** Narration Improvisation Hot seating Script work Themes | DRAMA EXPLORATION **Masks**Basic Commedia Dell’ArteCreation of masksPhysicalitySeven levels of tension | DRAMA EXPLORATION**From Page to Stage** Status BlockingScript workCharacter workshops Spacing on stage |
| **KS2** **(2)** | ENGLISH LINK **Charlie and the Chocolate Factory – Roald Dahl**Thought trackFreeze frameCharacterScript  | DRAMA EXPLORATION **Pantomime** Understanding scripts Stock characters Set Props | DRAMA EXPLORATION**Improvisation**Situational tasks Conflict resolution Confidence building Dialogue Re-enactment | ENGLISH LINK**Billy the Kid** Improvisation Characterisation Narration Hot seating  | ENGLISH LINK**River Boy** Hot seating Improvisation Narration Script work Themes  | PSHE LINK **Celebrating diversity & equality**LBGTQBullyingGender rolesStereotypes |
| **YEAR 7**  | PSHE LINK**Friendship, respect & relationships**ConsentBoundariesPersonal space Good friendsPressure influenceToxic masculinity | DRAMA EXPLORATION **Pantomime**Story telling Audience interactionAudience engagementBlockingScript Marking the moment | ENGLISH LINK**Matilda – Roald Dahl** Character development and comparison Roald Dahl themes. Scene development Devising  | DRAMA EXPLORATION**From Page to Stage**Line learning techniquesBlocking Stage directions Physicality and body language StatusSplit stage Body language  | ENGLISH LINK**Wonder – R. J. Palacio**Split Staging Flashbacks Flash-forwardsLevels Naturalism  | DRAMA EXPLORATION **Slapstick Comedy**Title cardsMusic Slow Burns Silent ActingExaggeration Non-naturalistic  |
| **YEAR 8** | ENGLISH LINK**Stone Cold – Robert Swindells** Improvisation Thought tracking CostumeExploring themesRole on the wall | DRAMA EXPLORATION **Pantomime**Script workAudience interaction Creation of pantomimeStock charactersCostume Set  | PSHE LINK**Proud to be me!**ImprovisationMonologueReal situations PrioritisingConscience alley Forum theatreInstagram Self esteem  | ART LINK**Puppetry Project**Performance Creation of puppetsCharacter analysis Basic devising Vocal explorationAwareness of space  | ENGLISH LINK**Romeo & Juliet – William Shakespeare**Shakespeare Analysis of text Blocking PerformanceWhoosh! | PSHE LINK**LGBTQ+ Explored**Gender issuesHomophobiaPoetryHot seatingImprovisationDuologuesBrechtian theatre  |