



Curriculum Intent, Implementation & Impact

Vision:

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>A broad view of a drama curriculum would state that the subject offers students with the opportunity to:</p> <ul style="list-style-type: none"> • Promote self-expression • Build self confidence • Enhance creativity • Encourage co-operation 	<p>In order to help students enrich their work and see it in a wider cultural, historical and aesthetic context, the drama curriculum needs to be specifically concerned with the knowledge, skills and concepts of the art form. This involves:</p> <ul style="list-style-type: none"> • Introducing students to a wide range of dramatic texts and forms and encouraging interpretation of them. • Understanding the cultural and historical context in which drama originates and is performed. • Experimenting with ways of performing and recording drama. • Introducing a range of theatrical styles and relating these to texts studied. • Teaching the skills of acting. Broken down to vocal and physical skills to allow students to speak and move with fluency and clarity. • Responding to a range of 'texts' and stimuli, to explore their dramatic potential. • Being able to perform work in a variety of contexts both formally and informally. • Teaching students to respond to their own work and the work of others, students, practitioners and other professionals. <p>All students will undertake a baseline assessment on entry to the school in Year 7. It is the aim of this baseline to establish students starting points in the strands of creating, performing and responding.</p>	<p>Students in Drama are confident young people who have the determination and drive to become creatively challenged.</p> <p>Students want to be challenged and learn new skills they have not taken part in before. They are willing to be pushed and want to be challenged.</p> <p>Students learning links from one sow to the next and the understand the value of the skills they are learning and how they link together.</p>

Drama will expect the same four levels of progress to be made by students in this subject as with any other in the school.

Targets will be created for students based on the outcome of the baseline assessment and the projection of expected progress that students should be making.

There will be formal assessment points throughout the year in line with the schools assessment policy. These points can be found on both the calendar and the drama SOW.

All assessment outcomes will be recorded on a class tracking sheet. The RAG system will be applied to each tracking sheet to show where students current working levels are in line with their targets.

Formal assessments will be videoed as evidence of students performance work and these may be shared with parents during consultation evenings.

--	--	--



School of
CHARACTER

RESPECT SELF-DISCIPLINE **COURAGE**
OPEN-MINDEDNESS **MOTIVATION**
RESILIENCE CONFIDENCE **INTEGRITY**
COMPASSION **CURIOSITY**

