

St Osmund's Middle School Performing Arts - Drama

This document is designed to give you an overview of Performing Arts - Drama at St Osmund's in terms of expectations and routines as well as the curriculum intent, implementation and impact.

Expectations and Routines

During Lessons:

- Children line up outside The Studio quietly and calmly
- Children enter The Studio, quietly, calmly and respectfully
- All remove their shoes, place with belongings at the side of the room and find a space to sit down quietly
- LO and key vocabulary will be displayed on the board
- Children to be Ready, Respectful and Safe
- Recall of previous learning, terms and technical vocabulary to be used to aid retention.
- Explanation of new key vocabulary displayed and discussed
- Attention to enunciation of English language
- Visual and audio stimuli to be used to create engagement and understanding (dual coding - the abstract and the concrete)

Assessment

- Targeted questioning
- Regular routine recall exercises to build memory
- Live verbal feedback from teacher
- Peer and self-assessment
- End of unit self -assessment
- Use of knowledge organisers for recall and revision
- Professional peer assessment - specialist external colleague observation/review

Curriculum Development

- Whole class and teacher evaluations at the end of each unit to effectively review the content and activities.
- To build incrementally on skills as the subject embeds in culture of the school
- Discuss with other curriculum leads how the subject can better support their subject and topics/materials to be studied
- Expand offer to SEND/PP children for therapeutic sessions
- Peer meetings will promote the sharing of good practice
- To respond to Secondary catchment school feedback, intentions and syllabus followed

Curriculum Intent

Subject design

Drama in KS2 is designed to improve and develop speaking and listening skills. It will also inspire a curiosity and creativity as self-esteem and understanding of the self grows. It is important to nurture their inquisitive thinking and questioning skills, to help them interpret what they may safely experience through "play". It will support literacy and be directly linked to text to aid understanding of vocabulary, setting and character; preparing them for the composition of writing

KS3 Drama begins to prepare the children for the subject expectations at Secondary level. Key terms and vocabulary will be used and activities practised whilst continuing to build esteem and confidence. Oracy skills will be practised through recital and improvisation, aiding future public speaking expectations in English for example. The devising of a piece of drama will be practised and clear as a key element of GCSE expectation. Skills learnt and experienced in KS2 will be the bedrock of the work encountered in upper stages.

"Drama is an important component in educating a well-rounded child, giving essential opportunities for growth and challenge beyond the mere subject content. All children have the right to express themselves and a need for play -Drama maximises these natural factors in a safe, encouraging environment."

Reflecting our school values

Drama in St Osmund's should inspire our pupils with a curiosity and fascination about the world, its people and themselves. We aim to empower students with knowledge about diverse situations, people and environments, together with a deep understanding of how drama skills may support other subjects and their individual growth and self-esteem. Global, personal and cultural issues maybe among topics encountered in the safety of the studio. Drama Diaries will be completed in the plenary at the end of each lesson for reflection purposes and to aid in self-evaluating their piece at the end of the unit.

We will work in a **Ready, Respectful** and **Safe** way at all times - adhering to the guidelines displayed in The Studio

Progression through the curriculum

There is currently no current national curriculum in place for KS2 and KS3.

In order to progress this subject at St Osmund's, guidance was sought from local Secondary schools. From this, a scaffold was created, which could be fleshed out when considering our intent. It was key that this subject had clearly defined links to English and texts studied in both key stages. Working back from the GCSE syllabus used by our main secondary catchment school, key foci were identified and developed - reflected now in the curriculum intent and subject design. Research suggested that the secondary school noticed a lack of preparation and ability in aural skills when delivering presentations in class, for formative assessment or examination, many succumbing to nerves and anxiety.

Our curriculum includes regular opportunities to assess student progress. It is designed to build skills and knowledge and to recall previous knowledge and terminology, building self-esteem and confidence in speaking publicly.

Direct links are made to KS2 texts, such as graphic novels and poetry. In KS3, Shakespearean texts being studied in English, such as *Macbeth* and *Much Ado About Nothing*, are explicitly studied to aid understanding and engagement, aiding writing outcomes.

Success is a class who questions new vocabulary and who explores characters thoughtfully, adapting their actions and intent accordingly. Those who are developing, will show an engagement with self and understand that their esteem is growing. Devising an original piece from a single stimuli, building characters, mood and purpose effectively is the overall aim as they leave Year 8.

Self and peer reflection as well as assessment is the key to a deeper understanding. Allowing time for the group or individual to reflect on their performance and set onward targets enables them to own their work and next steps - for some, this may simply be able to read out loud in front of their peers. Success is each individual reaching their own potential through expressing themselves. Drama Diaries will aid the reflection process.

Curriculum Implementation

Equality of opportunity

The curriculum has been carefully designed and can be accessed by all learners. SEN students are supported with literacy and vocabulary where necessary to ensure that they meet the same curricular goals confidently and successfully. Knowledge organisers have proven to be a useful tool to help all students. Growth in understanding of the self is nurtured as well as varying degrees of confidence in public speaking. Gender roles can be fluid according to how the individual identifies.

Curriculum Impact

Ensuring student progression

Confidence is key. Building self-belief and resilience, as well as exposure to a wider vocabulary, will better prepare the children for curriculum requirements when assessing public speaking in future years and other subjects. Preparation of skills ahead of the Drama GCSE curriculum will lead to prior knowledge of key terminology and techniques. This practice will equip the children for future studies in Drama, should they opt to follow this program of study. Grade descriptors match those for GCSE of catchment Secondary school and should show progression.

Additional opportunities to learn

Whenever possible, the children should be encouraged to watch live theatre and reflect. School trips could be arranged to attend local and national theatres. Live streaming events at cinemas and television could also be an option. More opportunities to do this are a focus.