# Bridgewater Curriculum Intent (Expressive and Performing Arts) - DRAMA

# Our Expressive and Performing Arts Faculty includes Creative Arts subjects. We offer Dance, Drama, Music and Art and we are passionate about all of these subjects within our school. Within these subjects we teach literacy and subject vocabulary. We strongly believe that these subjects give our pupils the opportunity at KS3 to develop their confidence as well as learning teamwork and social skills. These subjects also enable students to develop as independent and creative young people. The subjects we teach ensure that pupils are consistently using memory work and have the opportunity to experience audio, visual and kinaesthetic learning. Pupils have to show engagement and metacognition through teamwork and independent work. The methodology of teaching that we use is to train learners with these skills and experiences from the age of 11 through the four subjects varied topics. This training supports pupils for all future development and achievements when they have left school.

To enable this to happen our curriculum in planned around the following **6 dimensions**:

1. Clarity around the sequence of learning over 5 years.
2. Clarity around the knowledge and the application of knowledge.
3. Vocab and literacy
4. Subject content which is Aspiring, Inspiring and ‘Real World Learning'
5. Memory and Cognition.
6. Assessment. Clarity around the end points and the assessment of what students know and can do.

**Six Dimensions of the BWH Curriculum**

1. **Clarity around the sequence of learning over 5 years**

**Knowing and understanding more at each stage of the curriculum.**

We have a **holistic EPA Intent** – clear Principles that all EPA subjects follow in their creation and planning. This is an “umbrella” of our objectives for our subjects. These are part of our Curriculum Map and also visible to pupils in classrooms. Each subject stands as an **independent discipline** but all adhere to the EPA INTENT.

In EPA, we have carefully considered the sequence of topics, ensuring that they follow a logical order so pupils progress through each Key Stage. Pupils are introduced to regular EPA at our school as most have far less EPA learning experience at Primary school. We introduce all Year 7 pupils to EPA learning through a Faculty topic that ends with an evening production and Art exhibition. Opportunities for pupils to make links between topics are explicit within the scheme of work and maximised in the classroom . At the end of Y9 all of our students undertake an internal Bridgewater Qualification In the Expressive Arts (the BEE qualification). This is a summation of all of their work in the Expressive and Performing Arts and requires a considerable degree of preparation. September 2019 will introduce the new KS3-4 link whereby Year 9 pupils will study two chosen subjects in more depth to help lead them into KS4 subject knowledge.

1. **Clarity around the knowledge and the application of knowledge**

Every topic will be supported by a knowledge organiser.

**DRAMA:**

**Through Drama, we aim to develop the holistic Drama student. We promote the process and the performance to be equal. Within the process, we allow students to develop transferrable skills such as confidence, empathy and teamwork as well as Drama skills to allow students the understanding and appreciation of theatre. To embed this knowledge, we revisit and build upon these skills through different areas of the curriculum.**

**Year 7 and 8**

**To introduce and develop knowledge of devising, teamwork and performance skills and techniques through different styles of drama for example, Silent Movies, Soap Opera, Physical Theatre. Pupils will also explore social and historical stimuli.**

**Students will undertake short written tasks to highlight their knowledge, appreciation, contribution, reflection and evaluation.**

**Year 9**

**To prepare learners further for KS4 and develop their KS3 learning. They will cover topics similar to BTEC Acting and Musical Theatre as well as preparing them for the Performing Arts exam at the end of year 9 (BEE Award). Students will further embed their theatre devising and performance knowledge by studying styles, texts and Practitioners. This will develop analytical knowledge as well as learning techniques. Students will undertake short written tasks to highlight their knowledge, appreciation, contribution, reflection and evaluation.**

**ALL PUPILS GAIN A KNOWLEDGE OF:**

**\*UNDERSTANDING OF GENRES AND TECHNIQUES**

**\*PERFORMANCE SKILLS**

**\*TEAMWORK**

**\*CONTINUOUS REHEARSAL WORK, EMBEDDING THE KNOWLEDGE AND UNDERSTANDING**

**\*KNOWLEDGE OF PRACTITIONERS AND PLAY TEXT**

**KS4 - 2 PATHWAYS – ACTING AND MUSICAL THEATRE (LINKED TO THEIR KS3 LEARNING IN MUSIC AND DANCE)**

**Component 1 – Studying and completing presentations about plays/ musicals and professional playwrights, directors, choreographers, actors and production.**

**Component 2 – Auditioning for, rehearsing and performing a production.**

**Component 3 – Devising a workshop performance from a given exam stimulus and completing Ideas. Skills and Evaluation Logs.**

**KEY PRINCIPLES IN DRAMA – FAME (FOCUS/AUDIENCE/ MOVEMENT/ EXPRESSION)**

1. **Vocab and Literacy**

**Vocabulary: Explicit teaching of vocabulary at all stages of a subject.**

For each topic, the scheme of work explicitly states key vocabulary to be taught, to ensure that pupils’ vocabulary is not a barrier to their progress in EPA. This is shown in AWOL, KS4 Assignment briefs and lesson plans. Key vocabulary consists of a combination of key subject terminology and command words to improve cognition. Key vocabulary is included in knowledge organisers. Pupils use vocabulary when working practically, notating work, writing essays, creating presentations/ logbooks and when self/ peer reflecting.

1. **Subject content which is Aspiring, Inspiring and ‘Real World Learning'**

EPA subjects are creative. They are is essential to everyday life and most forms of employment. These subjects give confidence to pupils, develop their teamwork and social skills and give them a practical form of release from pressures they experience. We also explore historical, political and social issues within our subjects enabling pupils to empathise and have opinions.

1. **Memory and Cognition**

In EPA content is regularly re-visited and knowledge and skills are retained for use in future learning. This takes place at KS3 and KS4 through the development of skill, technique, style, genre and practitioner knowledge. At KS3 we test pupils to develop their memory skills. At KS4 we explore EPA work both practically and theoretically. This will be introduced to KS3 (year 9) in more depth from September 2019, which for us shall be an exciting opportunity. A whole school approach to the teaching of command words and memory/revision strategies will take place and students have an understanding of why this is important.

1. **Assessment: Desired outcomes and how they are measured.**

KS3:

The assessment of knowledge and understanding in EPA, takes the form of a range of both formative and summative strategies. Formative assessment in lessons is through quality questioning. Questioning is directed to pupils to test and ensure understanding. This is done through group practical work and individual work. Pupils experience Working Towards QMA’s. They also have the opportunity to self/ peer reflect through discussions. Final summative QMA’s at KS3 are regular, using clear AWOL criteria. The new Year 9 curriculum has offered pupils option choices. All pupils study two subjects twice a week (four lessons a fortnight). This offers a larger curriculum, giving more depth to their studies and creates a strong link to KS4. This KS3 EPA curriculum ends with the BEE AWARD that provides pupils with the opportunity to bring the two subjects together. They are examined on Creating and Performing.

AWOL CRITERIA AT KS3 TAKE US ON A LEARNING JOURNEY TO KEY STAGE 4. THERE ARE CLEAR LINKS WITHIN OUR SCHEMES AT KS3 TO THE COURSE CRITERIA AT KS4.

KS4:

Again, formative assessment in lessons is through quality questioning. Questioning is directed to pupils to test and ensure understanding. This is done through group practical work and individual work.

EPA runs 6 courses at Key Stage 4 (BTEC Musical Theatre, BTEC Acting, BTEC Dance, GCSE Music, GCSE Art, GCSE Textiles). Mock exams take place within all subjects to monitor pupil progress and to give pupils assessment preparation. Summative assessments link to course structures including both coursework and exams.

Assessment as Bridgewater aims to:

**i) Promotion of Learning**

**ii) Informs teaching**

**iii) Is both formative and summative**

**iv) Recognises student progress and achievement**

**Class Level.**

At class level students are assessed through the following strategies:

* Daily recap quizzing
* Targeted questioning. (no hands up)
* Peer to peer reflection
* Self- reflection
* Multiple choice questions
* Quality Mark Assessment
* Performance assessments
* Book work
* Team work
* Communication
* Leadership/ ownership