




CURRICULUM INTENT

We aim to develop a sense of social awareness, exploring what makes us human and how we can impact the lives of others.

The Arts Award is split into different levels, ranging from Discover Award to Gold Award. The Drama focused Arts Award programmes will build on their performance skills from Year 7-9 and further this with the addition of written work. Students will participate in performances along-side GCSE Drama students, with a coursework approach to documenting the developmental/ rehearsal process in place of a written exam. Students will research and present information on their chosen theatre practitioner, using knowledge from schemes completed at KS3. Those completing the Arts Award will plan, lead and manage an Arts-Based Showcase, working with younger students throughout lunchtime rehearsals, using lesson time to document and plan further sessions. This will enhance their leadership and employability skills, as they will be working in a similar way to professional practitioners.

THE AVANTI WAY

<p>EDUCATIONAL EXCELLENCE</p> 	<p>CHARACTER FORMATION</p> 	<p>SPIRITUAL INSIGHT</p> 
<p>The performative nature of Drama requires resilience, dedication and high expectations. Perseverance is vital – ‘if you make a mistake, don’t give up and keep going.’ Being part of the audience is as equally important. It encourages listening, respect and concentration. ‘We applaud not because they deserve an Oscar but because they had the courage to show and share.’</p>	<p>We reflect on our own character by exploring others. Focusing on how characters build relationships, uphold values and follow their motivation allows us to see how we ourselves act in this world and develops empathy. The plays studied in Drama are challenging and encourage discussion and debate around morality, how our actions impact others and what happens when we abandon our morals in favour of ambition and power.</p>	<p>Drama uses stimuli and experience to cultivate a deeper, meaningful connection to the world, others and to God. Studying a variety of drama practitioners can allow us to challenge discrimination to create a more positive and integrated society. Drama is an active vehicle to build a sense of community. Performances based on sacred Hindu texts will foster a search for human meaning and purpose, while encouraging spiritual reflection and appreciation of the ancient, timeless voice.</p>

PROGRAMME OF STUDY

Students will be provided opportunities to develop the following knowledge, skills and understanding in Drama:

- **Devising Theatre**
 - Researching to understand what makes an effective leader.
 - Considering the appropriate ways to plan and lead a theatre performance.
 - Understanding how to develop and refine design/performance ideas for theatrical performances.
 - Understand how to work collaboratively with others.

- **Performing a Text (Enjoying the Arts)**
 - Rehearsing and performing play scripts.
 - Understand the social, cultural and historical background of when the play was written.
 - Application of performance or design skills in a live performance.

- Contribute as an individual to the live performance.
- **Interpreting Theatre (Arts Appreciation)**
 - Identify characteristics of a text (genre, structure, character, form and style, language and stage directions.)
 - Explore the social, cultural and historical context of the play, including the theatrical conventions of the period in which they were created.
- **Key Theatre Practitioners/Genres (Research)**
 - Identify the conventions of key theatre practitioners/genres.
 - Understand the differences between practitioner/genre approaches to theatre.
 - Understand the impact of practitioner/genre techniques on performances.
 - Explain the techniques of an influential theatre practitioner/genre in a presentation.
- **Using Drama Vocabulary (In all written components)**
 - Recall and understand the key conventions, form, strategies and techniques.
 - Use a range of vocabulary and language when speaking. Develop their social and linguistical spoken language.
 - Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- **Analysing and Evaluating Theatre**
 - Analyse and evaluate performance/design skills in a piece of theatre.
 - Reflect critically on the impact of individual contribution to theatre performances.
 - Analyse and evaluate interpretation of character/role.
 - Analyse and explaining the reasons for using certain theatre conventions to convey meaning to a live audience.

The unique programme offers opportunities to engage in an Art form of the individuals choosing. The flexible nature of the course encourages versatility and a bespoke approach to performance based qualifications. Pupil progress will be reviewed on a termly basis as completed work is monitored.

Please find one example of a Bronze and Silver Programme, this may differ from pupil to pupil:

TERM	YEAR 10	YEAR 11
AUTUMN 1	<p>Bronze Part A: Enjoying the Arts</p> <p>Performing an extract of a play.</p> <p>Intent: Performing from a Text and Using Drama Vocabulary</p>	<p>Silver Unit 2 Part A: Initial Ideas, Roles and Aims/ Silver Unit 2 Part B: Plan.</p> <p>Planning the Winter Showcase, advertising and auditioning your students.</p> <p>Intent: Devising Theatre and Using Drama Vocabulary</p>
AUTUMN 2	<p>Bronze Part B: Being an Audience Member</p> <p>Watching a recording of a piece of live theatre: Peter Pan Goes Wrong.</p> <p>Intent: Interpreting Theatre and Using Drama Vocabulary</p>	<p>Silver Unit 2 Part C: Effective Leadership</p> <p>Advertising final show, managing the rehearsals and Winter Showcase performance.</p>

		Intent: Devising Theatre and Using Drama Vocabulary
SPRING 1	<p>Bronze Part C: Research</p> <p>Researching into a Theatre Practitioner. Completing and documenting practical practitioner activities.</p> <p>Intent: Key Theatre Practitioners/Genre and Using Drama Vocabulary</p>	<p>Silver Unit 2 Part D: Working with Others / Silver Unit 1 Part A: Identify & Plan</p> <p>Creating a performance as a group with individual's roles (actor/designer). There will be one dedicated lesson a week to reflect on working with others during the Showcase.</p> <p>Intent: Performing from a Text, Analysing and Evaluating Theatre and Using Drama Vocabulary</p>
SPRING 2	<p>Bronze Part C: Research</p> <p>Researching into a Theatre Practitioner. Completing and documenting practical practitioner activities.</p> <p>Intent: Key Theatre Practitioners/Genre and Using Drama Vocabulary</p>	<p>Silver Unit 2 Part E: Review / Silver Unit 1 Part B: Implement & Review</p> <p>Students will identify areas to develop in a performance and complete workshops/rehearsals to improve. There will be one dedicated lesson a week to reflect on the Winter Showcase.</p> <p>Intent: Performing from a Text, Analysing and Evaluating Theatre and Using Drama Vocabulary</p>
SUMMER 1	<p>Bronze Part D: Arts Appreciation</p> <p>Plan, practice and deliver a practical workshop on a section of DNA to classmates and a lower year group.</p> <p>Intent: Interpreting Theatre and Using Drama Vocabulary</p>	<p>Silver Unit 1 Part C: Review Arts Event</p> <p>Students will attend the theatre and watch a live performance. This will then be documented and reviewed.</p> <p>Intent: Interpreting Theatre, Analysing and Evaluating Theatre and Using Drama Vocabulary</p>
SUMMER 2	<p>Silver Unit 1 Part D: Arts Research</p> <p>Participating in a workshop completed by a theatre practitioner and reflecting on it.</p> <p>Intent: Key Theatre Practitioners/Genre and Using Drama Vocabulary</p>	

ASSESSMENT AND FEEDBACK

The written activities will be completed in booklets or in PowerPoints during lesson time. The practical performances are listed below:

YEAR 10	
Autumn	Performing a Script – <i>Performed to an audience of peers.</i>
Spring	Creating masks based on research.
Summer	Using storyboards and posters to share key information about an artist and arts organisation.

YEAR 11	
Autumn 2	Creating an Arts performance (Winter Showcase) – <i>Created using a cast of younger students and performed to parents and families.</i>
Spring 2	Performing a Script – <i>Performed to parents and families.</i>

EXAM BOARD AND AQA USEFUL WEBSITES

AWARDING BODY: Trinity College London (TCL)

QUALIFICATION TITLES: Arts Award Discover – Introduction to Arts Award

Arts Award Explore – Entry 3 (600/3894/9)

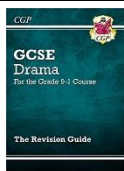
Bronze Arts Award – Level 1 (501/0081/6)

Silver Arts Award – Level 2 (500/9914/0)

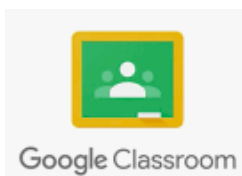
The Arts Award website has lots of information about the various course available.

<https://www.artsaward.org.uk/site/?id=64>

SUPPORT AND GUIDANCE



The following text book can be purchased to support pupils comprehension of Drama vocabulary. It also has model examples of reflecting on your own/ other performances. However, all students on the Arts Award will receive a free pink booklet of key terms to support them on the course.



Additionally, students should refer to information uploaded on Google Classroom. There will be exemplar and practitioner information made available to support independent learning, revision and research.

EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

Extra Drama Rehearsals: One evening a week (TBC) will be dedicated to KS4 rehearsals. Rehearsals can run from the end of school up to 6pm (depending on impending examinations) but typically will run until 5pm this will be in place of homework. Allowing extra rehearsals is more impactful to the overall grade of students, thus we take a compulsory approach to these rehearsals. A schedule will be released each term, ensuring communication to those concerned.

Trips: Throughout the year, students will have the opportunity to engage in various theatre trips. Drama aims to offer a theatre trip in both Year 10 and Year 11. Students and parents will be informed of all opportunities as and when they are organised.

Shows: It is actively encouraged that Year 10 students represent the older years in whole school productions. In Year 11 students will be creating the Winter Showcase performance, developing their leadership skills.