



CURRICULUM INTENT

Confidence, Reflection, Respect
Drama develops confident, creative, and reflective practitioners.
Poised to be the leaders of tomorrow.

Drama at Avanti Fields desire to develop a sense of social awareness, exploring what makes us human and how we can impact the lives of others. We aim to develop theatrical skills for a live performance and help students to become confident individuals in front of an audience. Through lessons with a range of scripted and devised work, we endeavour to ensure students are creative and develop their literacy skills. We want students to gain valuable knowledge of key Drama concepts with explicit links to the English National Curriculum throughout. Our versatile approach to Drama strives to allow students to gain a wider grasp of the complexities of creating their own performances. Additionally, we aspire for students to understand how to work collaboratively with others so that they can individually contribute to a project, with the desire that they are well equipped with adult life skills, enhancing employability and prospects.

THE AVANTI WAY

EDUCATIONAL EXCELLENCE



CHARACTER FORMATION



SPIRITUAL INSIGHT



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.’

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.

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.

PROGRAMME OF STUDY

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

- **Creating and Developing Theatre**
 - Know and understand how to create their own piece of theatre.
 - Understanding which techniques to use in a performance to show style/theatre practitioner.
 - Understanding how to develop and rehearse a performance.
 - Understand how to work collaboratively with others.
 - Contribute ideas as an individual to the final performance.
- **Theatrical Skills**
 - Know how to sustain a character for a piece of theatre.
 - Planned use of vocal skills such as tone, pitch, and volume to show artistic intentions.
 - Use of movement, body, and gesture to show artistic intentions.
 - Contribute as an individual to the live performance.
- **Interpretation and Engagement**



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- Identify characteristics of a text (character, language, and stage directions.)
- Explore the social, cultural, and historical context of the play.
- Rehearsing and performing play scripts to show an understanding of the characters and themes.
- **Contribution**
 - Understand how to interact with other actors on stage.
 - Understand how best to sustain audience interest in a performance.
- **Using Drama Vocabulary**
 - Recall and understand the key bank of words in Drama.
 - Gain and deploy an understanding of abstract terms such as ‘metatheatre’, ‘surrealism’, ‘physical theatre’, and ‘didactic’.
 - Use a range of vocabulary and language when speaking. Develop their social and linguistical spoken language.
- **Analysing and Evaluating Theatre**
 - Analyse and evaluate performance/design skills in a piece of theatre.
 - Analyse and evaluate interpretation of character/role.
 - Analyse and explaining the reasons for using certain theatre conventions to convey meaning to a live audience.

TERM	YEAR 7	YEAR 8	YEAR 9
AUTUMN 1	<p>Wizard of Oz (CO1) [Baseline assessment: Vocal/ Physical Skills, Stage Types, Characterisation]</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>	<p>Everyman (CO2) Modern Adaptation of Morality Play with links to Practitioner Bertolt Brecht</p> <p>Intent: Interpretation and Engagement, Theatrical Skills, and Contribution</p>	<p>Too Much Punch for Judy (CO2) Use of text to explore Documentary Theatre genre</p> <p>Intent: Interpretation and Engagement, Theatrical Skills, and Contribution</p>
AUTUMN 2	<p>Pantomime (CO2) Using Fairy tales to explore modern Pantomimes</p> <p>Intent: Interpretation and Engagement, Theatrical Skills, and Contribution</p>	<p>Everyman / Macbeth Concluding everyman and beginning Macbeth</p> <p>Intent: Interpretation and Engagement, Creating and Developing Theatre and Theatrical Skills</p>	<p>Dead Famous (CO1) Theatre of the Oppressed – Augusto Boal</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>
SPRING 1	<p>Mime (CO1) Using works by Charlie Chaplin and Practitioner Pina Bausch</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>	<p>Macbeth (CO1) Shakespeare Text with links to Practitioner Antonin Artaud</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>	<p>Theatre Practitioners (CO1) Brecht, Berkoff, Artaud and Bausch</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>
SPRING 2	<p>Sparkleshark (CO2) Exploration of text by Philip Ridley</p> <p>Intent: Interpretation and Engagement, Theatrical Skills, and Contribution</p>	<p>Physical Theatre (CO1) Trestle Masks, Complicité and Frantic Assembly</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>	<p>Devising Theatre (CO1) Creating a devised piece using techniques from practitioners explored</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>



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SUMMER 1	<p>Sparkleshark (CO2) Exploration of text by Philip Ridley</p> <p>Intent: Interpretation and Engagement, Theatrical Skills, and Contribution</p>	<p>Musical Theatre (CO2) West Side Story, Annie, Mamma Mia, and Matilda</p> <p>Intent: Interpretation and Engagement, Theatrical Skills, and Contribution</p>	<p>Technical Theatre (CO3) Understanding the technical elements of theatre.</p> <p>Intent: Using Drama Vocabulary and Analysing and Evaluating Theatre</p>
SUMMER 2	<p>History of Theatre (CO1) Exploration of theatre throughout time around the World</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>	<p>Gizmo (CO1) Text by Alan Ayckbourn with links to Practitioner Steven Berkoff</p> <p>Intent: Creating and Developing Theatre and Theatrical Skills</p>	<p>Page 2 Stage (CO2) Exploring different texts performed at GCSE</p> <p>Intent: Interpretation and Engagement, Theatrical Skills, and Contribution</p>

ASSESSMENT AND FEEDBACK

Students are assessed regularly in Drama through a combination of formative and summative assessments. Topics will link to one of two areas- Devising Theatre (CO1) or Scripted Theatre (CO2).

Students will receive timely feedback after each assessment, following the whole school 'Strengths, Improvements, and Actions' (SIA) policy. During performances, students will conduct a peer-assessment reflecting on what actions others have succeeded in and what they can improve on for the next topic.

FORMATIVE ASSESSMENT: Except for live theatre evaluations, all lessons at KS3 will focus on practical work. There will be retrieval practice at the start of all lessons (with a combination of written tasks in booklets or verbal discussions to improve Oracy). Every lesson will offer students a chance to reflect on the work of others through regular feedback. The last part of lessons has an "assessment phase", where students' practical work compares to the expectations linked with the learning outcomes for that lesson.

SUMMATIVE ASSEMENT: There are three summative assessment tests per year at KS3. These will use either the CO1 or CO2 criteria. CO1 will focus on performing theatre in a style of a genre/practitioner and CO2 will focus on characterisation.

SUPPORT AND GUIDANCE



Use the **KEYWORDS** in the Knowledge Organisers on Google Classroom to **learn** the key facts: READ – COVER – WRITE method → MASTER THE MINIMUM.

Re-read lessons/ texts that we study in class, which are available on Google Classroom.

EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

KS3 Drama club: After School. Students who wish to take part in school performances will sign up for Drama club. All Drama club attendees will be given a role in school productions/ festivals. Rehearsals for shows will take between 2 and 3 half terms. To uphold a high standard of performance, students are expected to attend all rehearsals.

Throughout the year, students will have the opportunity to engage in various theatre trips. Drama aims to offer a theatre trip to each year group throughout the year. Students who attend Drama club and have a keen interest in continuing to study GCSE Drama will get priority on these trips. Students and parents will be informed of all opportunities as and when they are organised.