



Our Vision

*'Theatre is a form of knowledge, it should and can also be a means of transforming society'.
- Augusto Boal*

Ratton has a longstanding reputation for outstanding Performing Arts provision.

Our ambitious Drama curriculum challenges students to explore a wide range of theatrical styles, genres and skills as well as offering opportunities to develop crucial transferable skills such as communication, cooperation and confidence whilst exploring fundamentally what it means to be human.

Keystage Three

Intent

Our KS3 curriculum is based on three key principles:

- the engagement and development of creativity through practical activities which foster teamwork, tolerance and empathy
- the acquisition of knowledge and critical awareness of theatre as a cultural medium with distinct genres and eras
- The development of the key physical Drama skills of movement, facial expression, voice and proxemics.

The KS3 Drama curriculum starts with a baseline assessment and an introduction to transferable skills at the start of year 7. As students' progress through years 7, 8 and 9 they will explore several distinct theatrical styles and genres. Students study three contemporary play texts, an introduction to Shakespeare, and the keystage culminates in Year 9 with more GCSE style topics in year 9 including a devising project, an extended scripted performance and in-depth analysis and evaluation of live theatre.

We endeavour to create informed drama scholars who have developed their creative and interpersonal skills in the process of their drama education in KS3.

By the time year 9 pupils approach their options they will be equipped with the necessary knowledge, understanding and experience to approach the option process and choose a Drama option with confidence.

Our ambition is that all pupils will have a breadth of knowledge and understanding of the process of creating performance and a critical and cultural appreciation of the performing arts by the end of keystage three.

Implementation

Students at Ratton have one lesson of Drama each week in one of 2 purpose-built Drama studios.

To support progression towards KS4 students are taught to:

- explore and research ideas, issues, plays and other texts such as diary entries, poems, photographs, films and paintings, using a variety of Drama skills and techniques
- devise, improvise, shape and structure Dramas of different kinds
- use Drama skills and knowledge to interpret a range of texts, for example play-scripts, pictures or stories
- prepare and perform both scripted and devised Dramas
- use and develop their knowledge of Drama from different times and cultures, as well as classic and contemporary practice
- reflect on, evaluate and analyse the structure, meaning and impact of their work and the work of others as both participant and audience

In Lessons every opportunity is taken for discussion, reflection and evaluation activities to explore the connections between topics, and revisit previous learning in order to consolidate, retain and apply knowledge and understanding acquired so far in the Drama curriculum, as well as developing literacy through reading skills and key terminology. We teach using established learning principles to include high quality delivery, explanation, challenge, feedback, questioning, modelling, reviewing and practice to maximise student acquisition of knowledge whilst they are in lessons.

KS3 Drama students are assessed each half term on specific physical acting skills, or on their process of creating Drama and working as part of a group. Pupils are given frequent verbal feedback and take and offer peer and self- assessment after performing their work.

Impact

Our ambition is that:

- Pupils are clearly engaged in lessons and enjoy their Drama lessons, as shown through their focused and committed approach to activities.
- Pupils have a wide base of knowledge by the end of Key Stage 3 which contributes to their understanding and appreciation of theatre and performance as a cultural and commercial enterprise.
- Pupils have demonstrated empathy with and tolerance of others in their consideration of a variety of topics and in their ability to work in a team.
- Internal assessment processes demonstrate that pupils effectively progress in knowledge and skill that they can later apply and develop.
- All students make good progress in assessments of physical/vocal skills and interactions.
- All students can communicate clearly and effectively when discussing connections between different genres and eras of theatre they have been taught about.
- SEN and disadvantaged students achieve outcomes in line with their peers.
- Students develop confidence and are encouraged to extend their skills outside of the classroom. Our whole school musical involves over 100 students each year.

KS4

Intent

Our KS4 curriculum is designed to provide as much opportunity as possible for students to do what they like best – participate in performance.

Students will be treated as professional actors and performers and challenged to step out of their comfort zones and take risks. They will draw on their wide skills base from KS3 when creating performance work and will gather many invaluable skills, both theatrical and transferrable, to expand their horizons. Students will also go and see as much live theatre as possible to inspire their work and develop their evaluation and analysis skills.

Implementation

In year 10 we introduce students to each of the three components of the GCSE and establish a respectful class dynamic which is essential for students to feel safe and supported to take risks in performance.

The GCSE course begins with a mock scripted performance where students develop skills in working in combination with other students, followed by a series of practical workshops designed to develop analytical and evaluative skills and vocabulary, interpret text, learn theatrical theory and explore the devising process. Students' progress to complete a devised unit which comprises of a group performance and a written logbook (40% of overall grade). In year 10 students will develop their cultural capital experiencing a workshop from a visiting theatre company and will attend at least one theatre trip during the keystage. Students will have the opportunity to be involved in a range of extracurricular activities and to be involved in whole school productions performed in a professional theatre setting.

In year 11 Students explore the set text through their practical work and focus on examination skills for the written paper, as well as completing Component Two: Text in Practice – 2 scripted performances for an external examiner. A second theatre visit consolidates pupil learning and provides an opportunity to evaluate live theatre in preparation for Section C of the written exam (Analysis and Evaluation of a Live Theatre Production).

Impact

Our ambition is that:

- Pupils are clearly engaged in lessons and enjoy their Drama lessons, as shown through their focused and committed approach to activities.
- Pupils have a deep understanding of all aspects of the drama GCSE which contributes to their understanding and appreciation of theatre and performance as a cultural and commercial enterprise.
- Pupils have demonstrated empathy with and tolerance of others in their consideration of a variety of topics and in their ability to work in a team.
- All students make good progress in assessments of physical/vocal skills and interactions.
- All students can communicate clearly and effectively when discussing connections between different genres and eras of theatre they have been taught about.
- SEN and disadvantaged students achieve GCSE outcomes in line with their peers.
- Students develop a wide understanding of many aspects of fundamental British values along with a well-developed SMSC awareness and knowledge.
- Students will achieve GCSE outcomes in line with challenging targets.
- Students will go on to study performing arts subjects post 18 and be well prepared for the next step of their Drama education, with some students successfully auditioning for Drama schools.

