



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Secondary Curriculum

Drama

Contents

L.E.A.D. Academy Trust	3
Glossary of key terms.....	3
Science curriculum vision.....	4
Delivery of the science curriculum.....	4
Adapting the curriculum for SEND.....	5
Legacy curriculum	5
Curriculum intent map.....	6
Curriculum timeline 2023-24	Error! Bookmark not defined.
Sequences of learning.....	Error! Bookmark not defined.
Year 7 Cells & Microscopes sequence map	Error! Bookmark not defined.
Year 7 Forces sequence map	Error! Bookmark not defined.

L.E.A.D. Academy Trust

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information

Drama curriculum vision

The Drama Department endeavours to ignite passions and cultivate creativity. The curriculum is designed to engage and grip the interest of students and lessons are taught by subject specialists who love their subject and strive for students to develop a passion for Drama and Theatre. We aim to inspire a love of learning through a curriculum that enables students to develop an extensive practical skillset as well as deep and broad theoretical understanding of Drama and Theatre. The Drama Department curriculum is one which is academically rigorous and teaches and embeds the theoretical principals which underpin students' practical work and performances. From their first Drama lesson in Year 7 students are encouraged to create and refine performance work to the highest standard and additionally, develop the crucial skills of analysing and evaluating their own work and the work of others; these skills are ones which students need to be successful. The Drama curriculum is one which allows all students to achieve their potential; carefully considered sequences of lessons and teacher chosen workings groups ensure that the curriculum is inclusive to the needs of all students and they are given a platform to meet their potential. Reading and literacy are a core part of the Drama Department curriculum; students are taught a range of play texts and key vocabulary is continually embedded.

Design of the Drama curriculum

Drama at The Birley Academy will provide students with the opportunity to develop their ability to communicate well with others, develop positive approaches to group work and teamwork whilst also learning the importance of concentration and focus.

The study of Drama and participation in practical work will keep pupils active and aims to build their confidence as resilient young people who can be critical and evaluative in their approach to their own work and that of others. Pupils will develop their performance skills within a wide variety of styles and genres. Through performing and creating, students will explore topics that will provoke thought and engagement with the world around them, stimulate debate and allow a safe space to discuss relationships, diversity and moral issues.

Curriculum Intent

The Birley Academy drama curriculum has been developed to ensure that all pupils:

- Perform, create, respond and evaluate drama across a range of historical periods, genres and styles.
- Use a wide variety of pre-existing historical and contemporary texts to explore themes, issues and writer intentions for target audiences.
- Understand and explore how Drama is created through rehearsal along with pre and post production process in the professional theatre.
- Explore the Performing Arts industry to gain understanding of the vast job roles and responsibilities the subject has to offer.

Delivery of the Drama curriculum

The curriculum is delivered through expertly crafted learning sequences. Teachers use carefully selected pedagogy that best supports pupils to learn, explore and revisit knowledge. This includes a focus on the following principles:

- Drama is disciplinary and accessed through Perform, create, respond and evaluate
- Substantive procedural knowledge includes how to practice, compose and embed and apply ideas to improve
- Disciplinary procedural knowledge includes how to set up and hold equipment safely as a musician including the use of a range of electrical and acoustic instruments.
- Knowledge is sequenced and spaced over time to allow pupils to build understanding of drama, development through time that they can easily recall to support their understanding of a drama performance and creation.
- Drama literacy is developed through chosen tasks and explicit teaching of key vocabulary.
- Common misconceptions are identified and built into curriculum planning so that potential barriers to learning can be preempted and overcome
- Composite tasks are carefully designed to maximise opportunities for pupils to demonstrate learning and receive meaningful feedback for progression

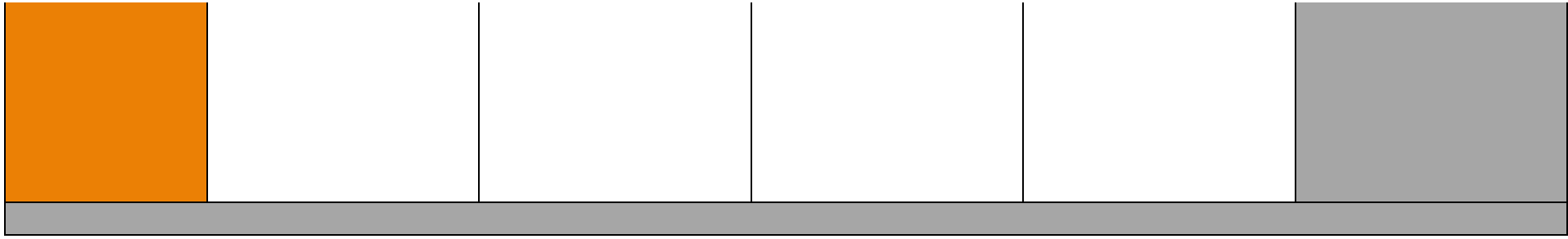
Adapting the curriculum for SEND

We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to a carefully planned curriculum and equipment setup. Our curriculum aims to provide pupils with SEND with systematic teaching and rehearsal of knowledge. At the Birley Academy we also ensure that these pupils have the time they need to study important subject content in Drama.

Curriculum intent map

Time of Year	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Basic Skills Still Image Mime Voice Body	Greek Theatre Beginning of theatre Facts & features Greek Chorus Physicality	Page to Stage Writer intentions Developing characters	Intro to Performing Arts Physical skills vocal skills style/genre	Unit 2- Creating from a stimulus Target audience Performance intentions Reflective journal
Autumn 2	Basic Skills Creating a character Thought Track Flashback Narrator	Shakespeare Facts Types of Plays Language	Rules Audience impact Theatre conventions Real life events Discussion & contribution Consequences	Intro to Performing Arts Practitioner theory Conventions Devising	Unit 2- Creating from a stimulus Devising Group work Reflective journal
Spring 1	Advance Skills Hotseating	Stimuli Responding Symbolism	Crime & Punishment Creating characters Real life events	Unit 1 preparation Pre-existing texts Research	Unit 3 Planning performance

	Cross cut Voice of Conscience	Improvisation Types of Stimulus	Documentary theatre Forum Theatre	Performance aims Audience interaction	Promoting and Pitching Evaluating and reflecting
Spring 2	Advance Skills Stimulus Devising	Melodrama Stock characters Stories Style	Writing for performance Performance aims Script layout Idea development	Unit 1 preparation Pre-existing text performance	Unit 3 Planning performance Promoting and Pitching Evaluating and reflecting
Summer 1	Script Script layout Responding to text Play write intentions	Soaps Contrasting Characters Voice Hotseating Storylines	Blood Brothers Responding to text Social, historical & political context Creating characters	Unit 1 Completion Group work Performing selected text	Unit 3 Planning performance Promoting and Pitching Evaluating and reflecting
Summer 2	Script Creating characters Responding to text	Script Creating characters Responding to text	Performance Showcase Influences Art forms improvisation	Unit 1 Completion Group work Rehearsal reflection Performance Evaluation	



(KS2)	Year 7	Year 8	Year 9	Year 10	Year 11	(Post-16)
<i>use dramatic techniques, including working in role to explore ideas and texts</i>	Explore Basic Skills for performance. Look at different genre of performance- Advance skills. Performance from a published Script. Group performance	Focus on exploring different styles of theatre and their origins. Stimuli Greek Theatre, Shakespeare, Melodrama Soaps Group performance	Developing further theatre and its purpose Scripts. Rules, Crime and Punishment Real life events The industry Group performance	Work to specific briefs, create performances with clear intentions, using wide variety of performance skills Solo performance Group performance	Unit 2 & 3 - Planning performance work, Promoting and Pitching, Evaluating and reflecting Group performance	Drama covering a variety of genres/styles to the present day. Opportunity to study across a variety of performance disciplines and develop practical skills in performing, technical and directing.
	Build up a bank of key drama terms, identify skills and their purpose in performance. Demonstrate knowledge practically and theoretically.	Develop understanding of theatre progression through history. Identifying key skills and their purpose in performance.	Broadening further bank of key drama terms. Focusing on purpose of theatre and performance in society. Identifying key skills and their purpose in performance.	Analyse wide variety of performance styles and understand use of specific drama skills.	Writer intentions, intended style/genre, themes, performance space, purpose, relationship between audience and performer, target audience	Study and research a range of published plays, learning how to approach these from both a director's and performer's perspective.
<i>create, share and evaluate ideas through drama</i>	Working as part of a group to create performances. Focusing on COMMUNICATION, CONCENTRATION & CO-OPERATION	Continuing to work in predetermined groups, using core skills (3 C's) and making choices about specific performance skills.	Create performances making choices about specific performance skills to suit overall performance aims.	Identify and explore wide variety of roles within performance creation.	Unit 2 - Devising - elements of performance, effects, purpose, working to a brief	Apply acting skills in scripted and devised work, creating group performances for a practical performance exams.
	Give basic feedback on performances. Identify basic strengths and weaknesses.	Respond to their own performance and performance of others, reflecting on their own successes and areas for development.	drawing upon previous experiences to identify success and developments in performance. Contribute on performance impact.	Give detailed and informative responses to own and other students performances using subject specific terminology.	Written reflection of rehearsal & performances. Commenting on successes and areas of development.	Watching and reviewing live productions, developing writing and research skills.

