

Sandhill View

Drama Curriculum Policy

Aspire Achieve Enjoy

Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers.

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. At Southmoor drama is taught as a discrete subject and pupils receive one 60 minute lesson per week at KS3. We also offer the option of AQA GCSE drama and A level drama and theatre. The Drama curriculum is covered through schemes of work, lesson planning, homework, extended independent work, and extra-curricular activities. We regularly review content to ensure we continue to meet our curriculum aims.

Our curriculum is planned to enable all students to develop a knowledge, understanding and enjoyment of drama and theatre as participants and observers. We also develop valuable transferable life skills that employers say are essential in the work place: confidence, communication skills, creativity, resilience, empathy, team work and leadership skills. We encourage British values of mutual respect and love of learning about other cultures and traditions through the texts we explore. As well as teaching subject specific skills, we also support PHSCE through the topics we explore using drama.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work.

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

Literacy

We know that students who read well achieve well. As such, all subject areas are committed to providing regular opportunities to read extensively. In music we provide opportunities for students to read as part of connect activities and within the classroom environment with a larger focus on this particularly with topic research and independent topics. We also aspire for our students to use ambitious vocabulary and plan to use Frayer models within lessons – our aim for Tier 3 music vocabulary is high right from Year 7 as any KS4 course is very subject specific vocabulary heavy. Using music vocabulary regularly in lessons, whether in written work, or verbal discussion, consistently helps our learners become more creative and think more dramatically. All curriculum areas use literacy end point document which details yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

Sequence and structure

Our curriculum covers Key Stage 3 (years 7, 8 and 9) studying Drama

KNOW MORE: Our Key Stage 3 Curriculum includes the following areas of study:

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<i>Specialist skills, Personal management/life skills, basic drama skills and techniques</i> Introduction to Drama This unit ensures all pupils share a common knowledge of the basic skills needed to enjoy participation in drama lessons. To build a positive class rapport amongst pupils. At this point pupils are mostly uninhibited and prepared to experiment and take risks. An	<i>Specialist skills, Personal management/life skills, Creating original drama, Evaluation, Apply basic dance skills.</i> Bullying In this unit pupils can put their new skills into practise, improving and experimenting. They will be challenged to use their skills in more diverse and innovative ways. They will apply both basic drama and dance skills to showcase the impact of bullying. Learning basic dance skills now will help students to develop their confidence through KS3 as they take on more complex activities. Students are	<i>Specialist skills, creating original drama, personal management/ life skills, interpreting scripts, evaluation</i> Evacuees This unit is a subject matter that pupils love to explore!!! An excellent vehicle to introduce more complex and challenging drama methods and techniques. Creativity, imagination and enjoyment of drama are high at this point. We aim to exploit this and introduce new skills into our pupils' repertoire. Pupils are required to develop more complex characters and plots		<i>Personal management/ life skills, interpreting scripts, specialist skills, evaluation, theatre roles and responsibilities.</i> Shakespeare from page to stage Shakespeare should be accessible and enjoyable! Pupils should understand plays were written to be performed and should enjoy doing so. Either A Mid-Summer Night's Dream or Romeo and Juliet appeal to young people this age in terms of themes and content. Pupils will now have	<i>Specialist skills, personal management / life skills, creating original drama, evaluation, theatre roles and responsibilities</i> Theatre design 'Puppets' This unit shifts focus slightly to one of the design elements involved in theatre. Puppets are being increasingly used and hold appeal to younger students. This will introduce pupils to new aspects of the industry and engage those who find design and script writing

	exciting and structured introduction enthuses pupils and enables them to see the potential possibilities of drama. Learning basic skills now allows pupils to improve and develop over KS3 as they take on more complex activities	ready to work more independently and try out ideas of their own. Encouraging this early in the process is vital to the success and enjoyment of drama and dance. Bullying and friendship issues are very important in the lives of young people as they settle into a new school thus empathy is beneficial.			sufficient skills to approach a more complex text with confidence and imagination. They are in a position to take on more complex language and consider how they can communicate with a contemporary audience, whilst taking pride in their own achievement, performing the Bard.	more enjoyable than performance. Pupils' range of skills will be expanded. An enjoyable and very creative end to end year 7. Students can work more independently within given group to create a performance, resolving their own issues and employing their previously learned drama knowledge with initiative and originality.
Year 8	<i>Specialist skills, Personal management/life skills, basic drama skills and techniques</i> Introduction to Drama This unit ensures all pupils share a common knowledge of the basic	<i>Specialist skills, Personal management/life skills, Creating original drama, Evaluation, Apply basic dance skills.</i> Bullying In this unit pupils can put their new skills into practise, improving and experimenting. They will be	<i>Specialist skills, creating original drama, personal management/ life skills, evaluation</i> The Hillsborough Disaster Pupils learn the role of theatre in	<i>Specialist skills, creating original drama, personal management / life skills, evaluation</i> Our Day Out A scheme that allows students to understand how lack of education can	<i>Specialist skills, personal management/ life skills, creating original drama, evaluation, theatre roles and responsibilities</i> Our Very own Theatre Company	<i>Specialist skills, creating original drama, evaluation</i> Stage Combat Stage combat is an exciting area of theatre and drama. Students enjoy learning skills that can add

	skills needed to enjoy participation in drama lessons. To build a positive class rapport amongst pupils. At this point pupils are mostly uninhibited and prepared to experiment and take risks. An exciting and structured introduction enthuses pupils and enables them to see the potential possibilities of drama. Learning basic skills now allows pupils to improve and develop over KS3 as they take on more complex activities	challenged to use their skills in more diverse and innovative ways. They will apply both basic drama and dance skills to showcase the impact of bullying. Learning basic dance skills now will help students to develop their confidence through KS3 as they take on more complex activities. Students are ready to work more independently and try out ideas of their own. Encouraging this early in the process is vital to the success and enjoyment of drama and dance. Bullying and friendship issues are very important in the lives of young people as they settle into a new school thus empathy is beneficial.	exploring past event and the human response in challenging times they explore the issue. They are of an appropriate age to respond maturely. The scheme also engages those at risks of becoming disengaged due to the range of approaches that students can adopt as well as the subject matter. Pupils can develop the skills learned in the previous unit, utilising independently with care and imagination to create their own work.	impact future which highlights the importance of education. It opens pupils' minds. Pupils can develop on their scripted skills and should work upon developing key drama skills to create believable and contrasting characters	Pupils given the opportunity to work in a professional scenario producing a performance as a theatre company in response to a brief. It allows pupils to select a specialism they are interested in and explore it further. Pupils have the skills to work more independently and set their own deadlines and challenges.	depth to their work. They are also at the point where they have good trusting relationships with their peers and the self discipline to address the health and safety aspects of this unit. Students have developed a range of vocal and physical skills which will be required as the building blocks upon which this unit is based.
Year 9	<i>Specialist skills, Personal</i>	<i>Specialist skills, creating original drama, applying</i>	<i>Specialist skills, creating</i>	<i>Specialist skills, personal</i>	<i>Theatre roles and responsibilities</i>	<i>Theatre roles and responsibilities</i>

<i>management/life skills, Creating original drama, Evaluation, Apply basic dance skills.</i> Bullying In this unit pupils can put their new skills into practise, improving and experimenting. They will be challenged to use their skills in more diverse and innovative ways. They will apply both basic drama and dance skills to showcase the impact of bullying. Learning basic dance skills now will help students to develop their confidence through KS3 as they take on	<i>dance and physical theatre to a performance, personal management/life skills, interpreting scripts, evaluation</i> The Curious Incident of the Dog in the Nighttime Curious is an innovative and powerful performance which introduces the potential of theatre in a myriad of engaging ways. Year 8 respond well to it and enjoy being able to communicate beyond words and explore a range of styles. It opens pupils' minds to further possibilities and outcomes. Progressing from their prior learning of both dance and drama, armed with key skills and more confidence, pupils are now ready to take on	<i>original drama, personal management/life skills, evaluation</i> Stolen Lives As pupils' repertoire of skills develops, pupils are given opportunities to improve and develop these skills further by interpreting stimuli in their own way. The choice of stimuli allows pupils to explore beyond their own life and experience of the world. Pupils are of an age where they can be presented with more challenging and controversial issues and stimuli	<i>management / life skills, interpreting scripts, evaluation</i> Stanislavski and DNA Stanislavski is a core practitioner to study to help understand the truth of a character. Pupils can explore a text whilst improving their ability to create a character. Studying practitioners is a way in which student can challenge themselves and explore dramatic skills further. It allows for more sophisticated, believable characters	<i>s, specialist skills, personal management/life skills, interpreting scripts, evaluation</i> Theatre design To allow pupils to specialise and consider their strengths and weaknesses in drama. Pupils celebrate and enjoy their learning in KS3 drama!	<i>s, management / life skills, evaluation</i> Evaluation of a live performance Viewing live theatre is to drama what reading is to developing literacy. Pupils can learn so much about their own work from deconstructing the work of others. It is also intended to inspire a life-long enjoyment and appreciation of theatre. Having completed several performances of their own, student now apply their knowledge to a professional
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	more complex activities. Students are ready to work more independently and try out ideas of their own. Encouraging this early in the process is vital to the success and enjoyment of drama and dance. Bullying and friendship issues are very important in the lives of young people as they settle into a new school thus empathy is beneficial	new challenges of practitioner and genre.				theatre performance
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We know that students who read well achieve well. As such, all subject areas are committed to providing regular opportunities to read extensively, including the use of our SMART Reader model within lessons. We also provide regular opportunities for students to read as part of a research process.

DO MORE: Milestone assessment end points

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	END OF YEAR END POINTS FOR MUSIC work as part of a group and co-operate with	END OF YEAR END POINTS FOR MUSIC	END OF YEAR END POINTS FOR MUSIC

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	others some of the time. • Suggest simple ideas for devised drama • Use simple vocal and physical performance skills to play a simple character • show focus for some of the time in rehearsal and performance remember some lines from a script and co-operate with others on stage. • Describe the plot and characters of a play. • describe the strengths and weakness of a performance • employ use basic drama vocabulary use a small range of drama techniques	• Apply listening and cooperation skills to group work • create devised drama with a clear aim • create an original character using physical and vocal skills. • Apply focus for most of the time in rehearsal and when performing. • Interpret a scripted role and remember a section of script accurately • can use inference when exploring scripts. • Identify the strengths and weaknesses of a performance and suggest ways to improve • Apply drama techniques with relevance • • Select appropriate subject terminology to discuss their work	• Create devised drama with a clear aim and purpose • create an original and well-developed character and combine physical and vocal skills. • Apply focus all of the time in rehearsal and when performing. • Discover ways to interpret a scripted role and remember a section of script accurately • can appraise the plot and characters of a script • analyse the strengths and weaknesses of a performance and create ways to improve • choose drama techniques to create meaning • choose drama vocabulary accurately and appropriately
8	END OF YEAR END POINTS • Apply listening and cooperation skills to group work • Create devised drama with a clear aim • Create an original character using physical and vocal skills.	END OF YEAR END POINTS • Create devised drama with a clear aim and purpose • create an original and well-developed character and combine physical and vocal skills. • Apply focus for most of the time in	END OF YEAR END POINTS • experiment with various approaches to create devised drama with a clear aim and purpose • determine the most appropriate choice of acting skills to create a role. • Apply focus almost all of rehearsal and when performing.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
8	• Apply focus for most of the time in rehearsal and when performing. • Interpret a scripted role and remember a section of script accurately • can use inference when exploring scripts. • Identify the strengths and weaknesses of a performance and suggest ways to improve • Apply drama techniques with relevance • Select appropriate subject terminology to discuss their work	rehearsal and when performing. • Discover ways to interpret a scripted role and remember a section of script accurately • can appraise the plot and characters of a script • analyse the strengths and weaknesses of a performance and create ways to improve • choose drama techniques to create meaning • choose drama vocabulary accurately	• Construct an interpretation of scripted role and remembering a substantial script accurately • can analyse the plot, characters and themes of a script • analyse the strengths and weaknesses of a performance and speculate on ways of improvement • employ considered use of drama techniques to create meaning • Discuss in detail with accurate and reflective use of drama vocabulary drama
9	END OF YEAR END POINTS • Create devised drama with a clear aim and purpose • create an original and well-developed character and combine physical and vocal skills. • Apply focus for most of the time in rehearsal and when performing. • Discover ways to interpret a scripted role and remember a section of script accurately	END OF YEAR END POINTS • experiment with various approaches to create devised drama with a clear aim and purpose • determine the most appropriate choice of acting skills to create a role. • Apply focus almost all of rehearsal and when performing. • Construct an interpretation of scripted role and remembering a substantial script accurately	END OF YEAR END POINTS • Critique their ideas for devised and assess their relevance to their group's aim. • Convince in their characterisation due to thoughtful use of acting skills. • Complete all tasks, during rehearsal and performance with rare lapses in focus. • Evaluate their choices of genre, style and drama techniques • Appraise a script • Critique the work of others and themselves with discussion that is

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
9	• can appraise the plot and characters of a script • analyse the strengths and weaknesses of a performance and create ways to improve • choose drama techniques to create meaning • choose drama vocabulary accurately and	• can analyse the plot, characters and themes of a script • analyse the strengths and weaknesses of a performance and speculate on ways of improvement • employ considered use of drama techniques to create meaning • Discuss in detail with accurate and reflective use of drama vocabulary	analytical and detailed, showing insight. • Drama terminology is used with accuracy.

GO FURTHER: Skills Builder

We are also explicitly embedding transferable ‘Skills Builder’ skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in Drama we will focus on **Creativity, Teamwork** and **Listening**. Our young people have demonstrated that taking part in creative activities both in and outside of the classroom can not only boost their self-esteem, but they can also help others. We encourage our young people to teach skills to others and work together to learn about diverse cultures and events through discussion and group work. Projects from Year 7 upwards have been designed to creatively explore a variety of materials but also to refine skills to take pride in not only their performance and practical work, but their written and theoretical work, also.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress. Extra-curricular activities are fully inclusive

In drama, SEND support is provided by class teachers through differentiated teaching methods.

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with elevated levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Drama, each member of staff holds a teaching handbook that identifies disadvantaged pupils. In line with school data drops, work is scrutinised, and disadvantaged pupils are identified and interventions put in place. These include: 1:1, lunchtime revision, bespoke independent work, free revision books and subsidised visits.

How do we make sure that our curriculum is implemented effectively?

The Subject Leader of Drama is responsible for designing the drama curriculum and monitoring implementation.

The subject leader's monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.

Curriculum resources are selected carefully and reviewed regularly.

Assessments are designed thoughtfully to assess student progress and also to shape future learning.

Assessments are checked for reliability within departments and across the Trust.

Every fortnight, the drama department meets to discuss, evaluate and adapt the KS3, 4 and 5 curriculum based upon data, pupil voice, and across trust discussions. Our curriculum is fluid and responsive.

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
- Termly assessments-analysis and evaluation meetings

- Lesson observations
- Learning walks
- Book scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil surveys
- Parental feedback
- External reviews and evaluations