

Performing Arts - Drama

The purpose of the drama curriculum at Cornwallis Academy is to develop a wide range of knowledge and skills, working to professional industry standards. Lessons ensure that students can explore a variety of topics, styles, issues, and characters working cooperatively with their peers. Students are encouraged to use resilience during their rehearsal time, as well as teamwork and problem-solving skills, allowing them to devise their own theatre or bring scripted plays to life. Students will develop opinions on various topics using spoken language skills and build the confidence and creativity to express these using drama and performance. Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively. Students have lots of opportunities to perform in-house such as the School Musical, our Performance Extravaganza, and several Performing Art shows. There are also opportunities to perform outside of school at festivals and competitions.

Year 9 Drama

Pupils study dance on rotation for two terms during the academic year. In Year 9, these terms are separated so that students have the opportunity to experience all of the different subjects in the rotation before making their options choices for Key Stage 4.

	<i>ROTATION 1</i>	<i>ROTATION 2</i>	<i>ROTATION 3</i>
<i>TERM 1 & 4</i>	PRODUCTION	DRAMA	COMPUTING
<i>TERM 2 & 5</i>	DRAMA	COMPUTING	PRODUCTION
<i>TERM 3 & 6</i>	COMPUTING	PRODUCTION	DRAMA

In the first term, students will study Introduction to BTEC Drama. In the second term, students will study Youth Crime.

Introduction to BTEC Drama

What are the aims and objectives of this term?	Term 2 introduces students to the requirements of the BTEC qualification and focuses on theatre practitioners including Stanislavski, Brecht, Artaud, Frantic Assembly and Shakespeare. Students are introduced to example works of each practitioner, where genres are investigated and compared. The main aim of drama in Key Stage 3 is to guide students in to becoming well rounded, confident young people who can communicate effectively with confidence, demonstrating respect, empathy and consideration of themselves and others.
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What previous knowledge is required?	Knowledge and practical skills learnt during Year 8 will support the learning that will take place during Year 9.
How will this term's content help with future learning?	The Year 9 Drama curriculum will support students in developing acting and performance skills. These skills will enable students to become more confident with physical movement, ready to access the BTEC Drama qualification as a GCSE Option.
Youth Crime	
What are the aims and objectives of this term?	Youth Crime gives students the opportunity to gain a greater understanding through practical exploration of youth crime, the types of crimes that young people commit, and most importantly why. Students develop their understanding about the law and young offenders, and the reasons behind young offenders committing crimes. Students continue to develop drama skills such as scriptwriting and forum theatre, and all terminology and skills used are in line with the RSL Level 2 requirements. The main aim of drama in Key Stage 3 is to guide students in to becoming well rounded, confident young people who can communicate effectively with confidence, demonstrating respect, empathy and consideration of themselves and others.
What previous knowledge is required?	Knowledge and practical skills learnt during Year 8 will support the learning that will take place during Year 9.
How will this term's content help with future learning?	The Year 9 Drama curriculum will support students in developing acting and performance skills. These skills will enable students to become more confident with physical movement, ready to access the RSL Level 2 Drama qualification as a GCSE Option.
Other	
Resources	Watching any videos of dramatizations will allow students to watch professional performers. Professional performances will allow students the opportunity to observe good technique and give them the opportunity to reflect on how further improvements to their skill set can be made. The following BBC Teach resources are helpful for developing characters and ideas: <i>Naturalism and Stanislavski:</i>

	https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1 Epic Theatre and Brecht: https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1 The world of the play - Shakespeare: https://www.bbc.co.uk/bitesize/guides/z2pc2hv/revision/1 Drama about crime and its consequences: https://www.bbc.co.uk/bitesize/clips/zdqcd2p
Links to the national curriculum/specification	Drama within the National Curriculum is one of the twelve strands of learning in the literacy curriculum. It helps children think about the 'who, why, where, and when' elements of stories, events, and everyday experiences. Drama helps children develop a creative perspective on life and gives them freedom of expression. The English Programme stipulates students need: • 'Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf
Assessments	Students are assessed continually by their teacher in the areas of performance, choreography and evaluating their own work and that of others. Their effort and contribution will also be assessed. An assessment point will be carried out once a term. Students receive a summative grade which summarises the level that they are working at. This level will be a numerical grade (9-1) which links directly to the criteria for the BTEC Drama qualification.