



**YORK HIGH
SCHOOL**

**“Comedy is
acting out
optimism.”**

Robin Williams

DRAMA

KS3 SUBJECTS ON A PAGE

OUR AIMS AND INTENTIONS

At YHS we strive to ensure our students are equipped with the skills to explore Drama creatively. Students should have opportunities, through different contexts, to use dramatic skills appropriate to audience, context, purpose, and task. This should all feed into the whole school vision of ensuring our students leave YHS as Resilient, Aspirational and Successful contributors to society.

CURRICULUM KNOWLEDGE

In KS3, students build knowledge around different styles of drama and theatre, whilst also drawing on English cross-curricular knowledge to delve further into scripts and produced devised theatre from stimuli. Drama provides opportunity to perform, devise and appraise a broad range of drama and theatre styles, which helps embed respect, communication skills, teamwork, creativity, problem solving, resilience and self-awareness.

SUBJECT SPECIFIC SKILLS

Students will also work as individuals, in pairs, in small groups and as a whole class to practise and develop these skills. Students will develop their vocal and physical skills and learn how to select and execute these to communicate meaning to an audience. They will also explore a wide range of Drama conventions and rehearsal techniques which will allow them to explore style and specifically. These techniques will show pupils how professional actors and directors work within the industry.

IMPLEMENTATION

- The Drama curriculum is constructed to ensure our students receive the best and most coherent drama provision we can offer them.
- Lesson by lesson resources are provided on the O Drive. The SoW also gives teachers guidance to ensure appropriate differentiation. Interleaving is a key part of the curriculum design.

DRAMA IMPLEMENTATION OF THE WIDER YHS CURRICULUM

RESILIENCE	ASPIRATION	SUCCESS
<ul style="list-style-type: none"> ■ Show commitment to challenges presented in the process of practice and rehearsal. ■ Both give and respond to constructive criticism to improve their work. ■ Form good working relationships with their peers to enable them to work effectively as a group. 	<ul style="list-style-type: none"> ■ Aiming high, being your best, AtL scores. ■ Use of a broad range of role models, highlighting different careers within the Drama and Theatre industry. ■ Personal achievements – both in lesson and via extra-curricular opportunities. 	<ul style="list-style-type: none"> ■ Exploration of a range of dramatic styles and genres. ■ Developing empathy for others and 'stepping into their shoes'. ■ Being able to follow instructions accurately, generate their own ideas and showing respect for others.

- AtL grades are given once every half term and KAPs are also completed to ensure pupils are assessed and receive feedback on their work to enhance their learning.
- Accounts with both the RSC and National Theatre provide students with a wide range of stimuli.

INTENDED IMPACT

- The curriculum inspires all students to succeed and exceed in Drama.

- Numbers of students accessing extra-curricular provision will increase.
- Opportunities are provided to perform which, in turn, builds character and helps to embed values such as fairness and respect.
- The uptake of Drama at KS4 increases with pupils well prepared for the KS4 study of the subject.