

Inspiring curious, creative, and confident Drama minds

It is the vision of the Drama department to encourage and nurture confident and creative artists at Salford City Academy. Our aim is to use a specific theatre style, script, or historic event to practise vocal and physical technique, whilst developing students' cultural and social experiences. At Salford City Academy, we aim to provide students with the skills to think innovatively and develop empathy, teamwork skills, and confidence. Most importantly, our curriculum is designed to inspire a lifelong appreciation of Drama and theatre.

Creating, performing, and responding are key components of the Drama curriculum. Schemes of learning and lessons are sequenced to support students' progression in these areas over the course of study. From getting to grips with Shakespeare, to exploring Silent Movies and important practitioners, it is our aim that students have access to a vast array of styles, genres, and theatrical experiences during their time at SCA. They will focus on the creation of their own artistic works, building to exciting and skilful performances through each unit of work. In every lesson, students will also develop their skills in evaluating their own progress and that of their peers. At SCA, our Key Stage 3 curriculum empowers students to succeed in Drama at Key Stage 4, nurturing confident performers and keen practitioners.

Curriculum Principles

All students will study the content outlined in the scheme of learning, which has been constructed based on the following principles:

Entitlement: Within the Drama department, we aim to deliver a high-quality education, engaging all students and allowing them the opportunity to hone skills in all areas of theatre. In line with the English National Curriculum, students are provided the tools to *develop expertise in areas such as improvising, rehearsing, and performing. This is to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness, and action to add impact.* Students are entitled to learn about different elements of Drama and the way that Drama is embedded in our culture. Students are also entitled to expert teaching that enables development in the key components of creating, performing, and evaluating.

Coherence: As students move through the key stages, they will learn to think critically and will form a more rigorous comprehension of Drama, developing a deeper and richer knowledge and understanding with each unit of work. As such, at Key Stage Three, we cover three important aspects of this art form: script work, the physicality of performance, and devising. Each year group studies variations of all three building blocks in each school year.

Mastery: The Drama curriculum focuses on allowing students to be free with their creativity and giving them the confidence to try new experiences. Students will become adept at standing up in front of peers, staff, and audience members. There is also a clear focus on building self-confidence, professionalism, and discipline. Key knowledge and understanding of rehearsing and performing scripts, devising original theatre, and creating physical theatre are taught in depth and revisited in all years of Key Stage 3.

Adaptability: The curriculum is inclusive and aims to represent our diverse school culture; and is designed to engage, inspire, and challenge all students, allowing them to experiment and create their own performances, scripts and theatrical design; enabling all students to achieve regardless of ability.

Students with additional needs can access all areas of the subject: there are many opportunities to take on design and production roles, as well as non-speaking roles within a piece. Whilst it is always the expectation to share work in lessons, this is recognised as a potential trigger for some students. As such, those moments of performance are developed gradually, moving from paired sharing to full-class audiences over time.

Drama is an excellent tool for supporting and improving anxieties, self-esteem, confidence and general well-being of students; it is therefore important to encourage performance.

Representation: The curriculum is designed to promote spiritual, moral, social, and cultural awareness and emotional intelligence. We promote and nurture British Values and mutual respect within our lessons. This includes respecting peers for their different ideas and beliefs as well as looking at different cultural art forms and historic events. The scripts, styles and genres of theatre that we study across the key stages are steeped in rich culture: developing knowledge, understanding and appreciation of theatre from around the world.

Education with Character: Education with character is at the forefront of what Drama provides for our students. Performance should be an exciting prospect and there are opportunities for students of all abilities to share their work. Our vibrant curriculum and extensive enrichment programme endeavour to foster a culture of performance across all Key Stages within the Academy. These opportunities include weekly enrichment clubs, school productions, Christmas concerts, KS4 performances, trips to the theatre, and in-school workshops. Drama also helps to prepare students for future careers by developing skills in presenting, problem solving, working with peers, team leading, resilience, ambition, and confidence, resulting in well-rounded individuals who can contribute positively to society.