

Subject: Drama

As the Forest of Dean has limited provision for the study of and engagement with drama and theatre, due in part to the lack of a local, accessible theatre, one of the duties of the Drama department at Dene Magna is to enthuse and attract students who, in other contexts, might have had the means to participate in theatrical enterprises outside of school. It is important that students who may wish to study the subject further by attending university or drama school are not disadvantaged in comparison to their peers from other parts of the country.

Following the COVID-19 pandemic, the Drama department feel it is important that students are also given ample opportunity to work collaboratively and problem-solve in person, communicate and present in front of small groups and whole classes and practise vocal and physical performance skills in a way they wouldn't have been able to when working remotely.

Intent	Implementation	Impact
<p>The Dene Magna Drama department aims to provide each student with the confidence to stand in front of an audience of peers and talk in a clear, engaging way. They will:</p> <ul style="list-style-type: none"> • gain an understanding of stagecraft and appreciate conceptually how that might be applied to other aspects of life beyond school (giving presentations, speaking to an audience, etc) • learn how to work as part of a group, understanding when and how to lead and direct others, and when to listen and react. • explore situations that require a degree of empathy, sometimes with characters who think drastically different to themselves (including those from different cultures and countries). • explore how audiences are influenced by a speaker's words and actions on stage and they will begin to analyse and evaluate the effectiveness of different tactics used to this end. 	<p>Students develop their drama skills through a variety of practical and theoretical lessons which take place in the Drama Studio, an adaptable classroom with full lighting and sound equipment. Each year, the skills being learnt build upon those acquired the year before, deepening the students' understanding of theatrical practices.</p> <p>The texts they explore become increasingly complex and demanding, both linguistically and conceptually.</p> <p>Throughout their time at Dene Magna, students will be developing in each of the following ways:</p> <ul style="list-style-type: none"> • The complexity of the issues dealt with, becoming increasingly difficult and sophisticated as time goes on • The control they have over the technical aspects of drama and 	<p>Through regular assessments, both formative and summative, students' ability to speak confidently and coherently in front of an audience, empathise with and personify characters from a range of cultures and contexts, and work effectively as part of a team is measured.</p> <p>Students' literacy and creativity are developed and their social skills are matured.</p> <p>At KS4 and 5, the exam board's criteria is consistently applied as a yardstick for pupils' development; this is also used throughout KS3, along with other forms of assessment to do with pupils' general social skills. In both instances, students' cultural capital is added to by their engagement in the subject, ultimately adding to their employability when they leave Dene Magna.</p> <p>At times, 'instructional outcomes' (those set by the teacher in advance of a lesson) can narrow student's learning by being too prescriptive. Diverse responses are encouraged in Drama lessons at Dene Magna, leading occasionally to 'expressive outcomes' (often</p>

<p>For those who then go on to study Drama at GCSE and A-Level, the department aims to provide them with the ability to perform with confidence and sensitivity, enabling them to thrive in an ensemble of actors, as well as giving them an understanding of the dramatic theories and practices currently shaping British and international theatre.</p> <p>The Cultural Learning Alliance suggests that participation in structured arts activities may improve learning, attainment, employability, health and social engagement.</p> <p>The Dene Magna Drama department agrees with this, and believes that the benefits of drama can be seen as much in the process as the final product. For some students, their ability to interact in a thoughtful and constructive way is as important as the ability to understand and apply specific theatrical techniques. It is both an experiential and a presentational form.</p>	<p>the creative expression they exercise</p> <ul style="list-style-type: none"> • The depth of study and focus of certain topics and ideas, developing a sense of delayed gratification – how layering and building on a piece can ultimately create a richer, more powerful experience for themselves as performers, as well as for an audience • Their independence, as their rehearsals become increasingly autonomous; as time goes on, they will develop a bank of techniques and skills to develop their own performances 	<p>unplanned). These can differ from student to student, as they can create their own meaning through engagement with the subject. These can often engage students in higher-order thinking and deeper learning.</p> <p>Overall, impact in drama can be assessed in a wide variety of ways outside of the exam board's criteria, including (but by no means limited to):</p> <ul style="list-style-type: none"> • A student's new-found ability to articulate their understanding • A growth in student's self-confidence • A pupil recognising that they have met their own, personal targets alongside those of the lesson • Enthusiasm and active participation in tasks and group work • Recalling information from previous lessons (whether recent or from a previous year), particularly when this bridges the gap between abstract and concrete ideas • Pupils continuing their study of Drama, at KS4, KS4 or university level • Cooperation, kindness within the class as a whole.
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The Key aims of each Key Stage can be summarised:

KS3

The aim of KS3 Drama at Dene Magna is two-fold:

- to provide students (particularly potential GCSE and A-Level candidates) with an understanding and appreciation of selected theatrical history, theory and skills, and
- to ensure that any students who choose not to pursue Drama further are equipped with some degree of cultural capital through the subject, along with 'soft' skills which can be applicable to a variety of workplaces and careers, including (but not limited to) communication, empathy, group work and presentation skills.

KS4

The aim of KS4 Drama is:

- to provide students with the theoretical subject knowledge required to access, and excel at, the written elements of the GCSE
- to give students the confidence and skills to perform original and scripted drama to a high standard
- to develop the general public speaking skills of students through their understanding of Drama
- to prepare students for the requirements of A-Level Drama and Theatre.

KS5

The aim of KS5 Drama and Theatre is:

- to provide students with the theoretical subject knowledge required to access, and excel at, the written elements of the A-Level
- to give students the confidence and skills to perform original and scripted drama to a very high standard
- to further develop the general public speaking skills of students and to provide them with the cultural capital required for university applications
- to prepare students for the requirements of studying Drama at university/drama school.