

## Drama Curriculum Guide

---

### The Intentions of our Drama Curriculum

Drama at Nova Hreod Academy allows students to be heard, challenged, supported, expressive, creative and active. Our drama department has two main aims. Firstly, the aim is to give all students a fair opportunity to learn about performance and the theatre. This encompasses acting techniques, designing theatre, creating theatre, responding and learning excellent and advanced drama terminology along the way. Secondly, we allow our students to grow personally and academically by helping them to build their confidence in the drama classroom, the wider school community and in their lives outside of school, into further education and beyond.

The drama curriculum here at Nova draws upon knowledge learnt throughout the 5 years from the day they join us. The subject specific terminology and skills students develop from the very first lesson in drama is consistently recapped and utilised throughout Key Stage 3 and 4 and forms the base of their knowledge ready for their GCSE exams.

We begin by learning the very basics of performing such as creating still images, using body language, facial expressions and voice projection. Throughout year 7 and 8 these skills are built upon to form a strong foundation and knowledge base of techniques and approaches to theatre. In year 9 students begin to focus on advanced theatre knowledge that will give them a good advantage when they begin work on GCSE Drama in Key Stage 4. The Key Stage 4 curriculum is at first focused on creating a culture of trust, fun, supportive and risk-taking young practitioners which is then followed by beginning to work on components and coursework culminating in their written exam in the summer of year 11. They will have the opportunity to visit the theatre in connection with schemes of work and will be inspired to enter the drama space with confidence, flair, respect and creativity.

Not only does drama allow students to become excellent theatre goers and knowledgeable, culturally experienced young people, the abilities our students learn from their time in drama is undoubtedly carried over into all areas of the curriculum and their school life. Gaining confidence and growing as a confident speaker/performer, communicating successfully with individuals or an audience and being able to work in teams are all skills that can set a student up for life.

The drama department is a place where students feel encouraged, valued, appreciated and supported by every staff member and shall stay an exciting hub of imagination and inspiration.

## The Learning Sequence in Drama

Students are taught skills in year 7 which they then recap and expand on throughout all years at Nova.

Academic Year	Autumn Term	SPR1 Assessments	Spring Term and Summer Term 1	SPR2 Assessments	Summer Term 2
Year 7	<p><b>Charlie and the Chocolate Factory:</b></p> <ul style="list-style-type: none"> <li>• Foundation Drama skills</li> <li>• Characterisation</li> <li>• Performing for an audience</li> <li>• Confidence building</li> </ul> <p><b>Darkwood Manor</b></p> <ul style="list-style-type: none"> <li>• Creating tension and atmosphere in performance</li> <li>• Storytelling</li> <li>• Devising a story</li> </ul>	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p><b>Shrek!</b></p> <ul style="list-style-type: none"> <li>• Working from a script</li> <li>• Voice work (projection and character)</li> <li>• Costume Design</li> </ul> <p><b>Dance – James Bond</b></p> <ul style="list-style-type: none"> <li>• Basic dance actions</li> <li>• Performing Dance</li> <li>• Characterisation in dance</li> <li>• Dance style and genre</li> <li>• Exposure to professional dancers and companies</li> </ul>	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p><b>Devising Project</b></p> <ul style="list-style-type: none"> <li>• Still Images and slow motion</li> <li>• Thought tracking and monologue</li> <li>• Writing in role and creating original work</li> <li>• Direct Address</li> </ul> <p><b>Musical Theatre</b></p> <ul style="list-style-type: none"> <li>• Character in performance</li> <li>• Performance skills</li> <li>• Set design</li> <li>• Theatre review writing</li> </ul>
Year 8	<p><b>Mask Work:</b></p> <ul style="list-style-type: none"> <li>• Being more physical when performing</li> <li>• Communicating meaning to audience</li> <li>• Clear storytelling without speech</li> </ul> <p><b>Chicken! (script):</b></p> <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Creating character from a script</li> <li>• Acting skills and using the script as direction</li> <li>• Approaching TIE</li> </ul>	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p><b>Practitioners and Stage Craft:</b></p> <ul style="list-style-type: none"> <li>• Stagecraft</li> <li>• Technical theatre</li> <li>• Practitioner knowledge</li> <li>• Theatre company workshops Frantic Assembly/chair duets (teaching GCSE knowledge i.e. Stage types, settings, analysing performance etc.)</li> </ul>	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p><b>Street Dance:</b></p> <ul style="list-style-type: none"> <li>• Basic dance actions</li> <li>• Space</li> <li>• Performing Dance</li> <li>• Dance style and genre</li> <li>• Exposure to professional dancers and companies</li> </ul> <p><b>Musical Theatre:</b></p> <ul style="list-style-type: none"> <li>• Musical Theatre</li> <li>• Character in performance</li> <li>• Performance skills</li> <li>• Set/costume design</li> <li>• Theatre review writing</li> </ul>

Year 9	<b>Stage Craft and Devising:</b> <ul style="list-style-type: none"> <li>Stagecraft, technical theatre and Theatre company workshops</li> <li>Frantic Assembly/chair duets (teaching GCSE knowledge i.e. stage types, settings, analysing texts etc.)</li> <li>Devising a performance</li> </ul>	For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.	<b>'Teachers' (by John Godber):</b> <ul style="list-style-type: none"> <li>Character development</li> <li>Brechtian performance</li> <li>Exaggerated acting</li> </ul> <b>TIE Project:</b> <ul style="list-style-type: none"> <li>Script work – Mark Wheeler SMSC/PSHE links</li> <li>Approaching Theatre in Education</li> </ul>	For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing	<b>Musical Theatre</b> <ul style="list-style-type: none"> <li>Character in performance</li> <li>Performance skills</li> <li>Set design</li> </ul> Theatre review writing
Year 10	<b>2 lessons each week</b> include practical workshops to build student knowledge of devices, practitioners, stage craft, technical language, skills and ability. Students begin to work on devising leading up to a mock devising project  <b>1 lesson each week</b> devoted to the written exam including theory, exam questions, technical language, writing for drama and baseline knowledge and terminology	For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.  Students grades will be taken from homework tasks, in lesson exam questions and practical workshops taking place in exam conditions	<b>Mock Devising Project.</b> The project is run as their final exam will be and their feedback given is both whole class and individual.	<b>Written paper mock exam</b>	<b>Unit 01 completed.</b>
Year 11	<b>2 lessons each week</b> working on unit 03 performing texts  <b>1 lesson each week</b> devoted to the written exam including theory, exam questions, technical language, writing for drama and baseline knowledge and terminology (unit 04)	First Mock Exam: Mocks of practical exam and written exam	<b>2 lessons each week</b> working on unit 03 performing texts – UNIT TO BE COMPLETED EARLY FEBRUARY  <b>1 lesson each week</b> devoted to the written exam including theory, exam questions, technical language, writing for drama and baseline knowledge and terminology (unit 04)	<b>Second Mock Exam – WRITTEN PAPER ONLY</b>	

### Assessing the Impact of our Curriculum in Drama

Students in Drama are assessed on how they build and combine skills from the very first lesson. Students are encouraged to use skills they have learnt over all lessons within their work. Rehearsing, performing, responding and knowledge are the four key areas which students will be assessed on throughout all years at Nova. Whilst embarking on GCSE drama in KS4, students are able and should using their knowledge they have built up during their time in KS3 to complete, create and perform theatre.

## BTEC Dance Curriculum Guide

---

### The Intentions of our Dance Curriculum

Students explore a variety of different styles of dance and are exposed to various performers and choreographers with the intention of allowing them to develop a broad range of dance skills which they can draw upon when they embark on their final unit.

### The Learning Sequence in Dance

Students take part in a series of workshops and techniques classes before completing component 1 in year 10. They will then complete unit 2 from September to December in year 11 then component 3 in January through to May.

Academic Year	Autumn Term	SPR1 Assessments	Spring Term and Summer Term 1	SPR2 Assessments	Summer Term 2
Year 10	Unit 1 exploration	Holistic grades and estimates based on student performance in class and written theory work so far	Unit 1 exploration and performance	Holistic grades and estimates based on student performance in class and written theory work so far	Unit 1 coursework completion
Year 11	Unit 2 exploration and completion in December	Holistic grades and estimates based on student performance in class and written theory work so far	Unit 3 brief released	Holistic grades and estimates based on student performance in class and written theory work so far	Coursework improvement time

### Assessing the Impact of our Curriculum in Dance

Students are given 'working at' grades throughout the year and are given individual teacher feedback throughout as well as monitoring and assessing their own progress regularly.