#### **Overall Impact Statement**

Drama is an artform, a practical activity and an intellectual discipline. Performing Arts at Sandbach School aims to foster a lifelong love of the Arts through working collaboratively together creatively in groups of various sizes. Performing Arts will provide a safe context to explore human concerns and relationships, social wellbeing, personal maturity and emotional literacy. We aim to nurture a wide range of creative thinking and teamwork skills which can be applied across multiple employment sectors, as well as equipping students with the ability to work professionally in the cultural and creative industries.

## INTENT

## **Advanced Qualifications Phase**

Composition

South Component 2

Breadth Curriculum.

Students will develop a rich and diverse understanding of the Theatre and Performance. They will have breadth and depth of knowledge of Practitioner theory and practise. They will have confidence in expression and fluency in language and communication. They will be mature, independent thinkers.

#### **Qualifications Phase**

Students will use their increasing knowledge and understanding of the elements of Drama to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. Students will develop the vocabulary of the language of theatre and expression.

#### **Transition Phase**

In this phase, students will learn through dramatic play, leading to an understanding of many elements of theatre. Students will utilise imagination and feelings to make sense of their world. They will create imagined characters and scenarios to engage with and understand feelings they will encounter, as well as seeing the world through the work of playwrights and authors.



Year 13 **Component 1 Component 1 Continued** 

**Component 3 and** 

written exam

Component

1 Continued

**Artaud** 

Creative degrees at University, Jobs within the creative industries, apprenticeships, Drama school/professional

Play Text 2 and

**Component 2** 

Mock

Component

3 Playscript

**Potential Destinations** 

Play Text 3 and

**Component 3** 

Mock

Year 12 **Stanislavski History of** and **Theatre Naturalism** 

**Playscript** 

**Continued** 

Year 11 **Component 1** 

Year 10

The Breadth Curriculum is designed to ensure every student in Year 9 is given the opportunity to continue their creative education through Performing Arts. Underpinned by the principle of Responding,

**Political Theatre** 

Developing and Evaluating, the rotating course meets all National Curriculum requirements for Drama.

**Devised Project** Script Exploration DNA DNA **Devised Project** 6 Year Deva **Scripted Exploration** Deva

Frankenstein Component 1

**Greek Macbeth** Theatre

**Miner's Strikes** 

or Wastelands

performing drama. Students will be exposed to a range of practitioner theory and styles be able to have a range of styles they can utilise for performance

Year 8 Blood **Camelot or** Melodrama **Brothers Ibrox Mister Tom** Goodnight Samba ö Chocolate and the Soundscapes Folklore Year and or Street

**Dance** 

## **Key Stage 2 Drama National Curriculum**

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- speak audibly and fluently with an increasing command of Standard
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- select and use appropriate registers for effective communication.

# **IMPACT**

## **Advanced Qualifications Phase**

Students will be confident performers having experienced a range of practitioners and genres. They will be able to write in a mature and sophisticated style using the depth of their theatrical knowledge. They will be leaders. driving creative expression through diverse artistic style.

## **Qualifications Phase**

Students will demonstrate clarity in written expression, reflecting on their creative processes. They will understand the different staging types and how to utilise them. They will have developed acting and technical skills to express their views on society. They will have experienced a wide range of play texts and styles.

## **Transition Phase**

Students will be able to work collaboratively as part of an ensemble. They will be capable of devising simple characters and scenarios. They will have developed fluency in reading scripts. Students will be confident to perform individually and as part of a group. They will be capable of expressing their feelings on the world around them.

**Puppetry**