



Northampton International Academy Drama Curriculum Overview



Why Teach Drama?

At Northampton International Academy the Drama department is one strand of the Performing Arts team.

Performing Arts aims to be the heartbeat of the school. It gives the pupils a powerful form of communication that can change the way they think, feel and act. The Performing Arts department offers Music, Dance and Drama. This will develop well-rounded pupils by giving them real life experiences and embedding transferable skills which will enable them to achieve their full potential moving forward both in education and beyond. There are three core concepts used, CPR (creating, performing and responding) which will enhance our pupils' skills and knowledge across all 3 subjects and form the basis of all faculty assessments.

All learners should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Learners should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Drama provides many opportunities for children to use heritage languages and knowledge of a range of cultures to experiment with styles of speaking, gesture and mime. We aim for the Drama curriculum to promote a sense of self-worth, encourage confidence, resilience and develop relationships. Drama and role-play can contribute to the quality of learners' writing by providing opportunities for learners to develop and order their ideas through playing roles and improvising scenes in various settings.

Drama in the primary years

Drama is used as a vehicle in several subjects, and not taught or assessed explicitly in KS1 and KS2. It is then taught as a stand alone subject from KS3 through to KS5.

We can see the curriculum in the following areas for Primary:

English Curriculum – Speaking, Listening and Drama activities. Music and Dance curriculum- Performance skills. Responding to the work of others. Other subjects that Drama may be present in the curriculum: PSHE, History - Exploration of empathy, understanding emotions and relationships.

Learning for Life and Careers

Qualification pathway: Performing Arts department offer at KS5 the A level Drama and Theatre Studies course. GCSE Drama progresses naturally to A level Drama, which can lead to further study at specialist Higher Education providers and a career in professional drama, directing, theatre design and performing.

Example of successful progressions: All students have progressed to higher education. . Examples of links to Gatsby benchmark 4 (Linking curriculum to careers)

- Case studies of professional actors
- Case studies of playwrights
- Case studies of directors
- Case studies of set designers

Examples of link to Gatsby benchmark 5 (encounters with employers) Opportunities to work with professional theatre companies through visiting workshops. For example, Frantic Assembly, a world-renowned physical theatre company.

Employability skills: Communication, creativity, cooperation, analysis & evaluation, cooperation & teamwork, leadership.

Drama Curriculum Big Ideas

Curriculum maps detail the sequencing of substantive knowledge of Drama to enable pupils to build and develop the important concepts over time through our three 'Big Ideas'

CREATE



PERFORM



RESPOND



Drama involves development of technical and expressive skills which is shown through our 6 Drama elements. These tie in with our 3 core concepts Creating, Performing, and responding across our curriculum. Each scheme of work will incorporate 1 or more of these elements as the learners develop their skills.

DRAMATIC TECHNIQUES



STYLE/GENRE



SCRIPT



CHARACTER



AUDIENCE



DEVISE



Drama Curriculum Progression: From EYFS to Key Stage 5, all topics in the Drama curriculum are designed to broaden learner knowledge in at least one of the following 6 elements of Drama. Dramatic Techniques, style/genre, script, character, audience and devise. In Key Stage 1 and 2 there are subjects where Drama elements are taught as explicit knowledge in order to embed the fundamental principles and vocabulary needed in future Drama lessons. As the Big Ideas return, throughout their time in the academy, learner's will extend both their technical skills and theoretical knowledge across a variety of cultures, genres and contexts. The curriculum will continuously build all the key skills and knowledge needed to access the Key Stage 4 and 5 curriculum. Learners will then apply and be assessed through the 3 strands creating, performing and responding.

Substantive Knowledge		Vocabulary				
		Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Dramatic Techniques	Role play, dramatic techniques, techniques	Freeze frame, Narration, Mime	Slow motion, thought tracking, hot seating, tableaux, teacher in role	Split scene, physical theatre, scene	Marking the moment, Forum theatre, Cross-cutting	Practitioner, Epic Theatre, Total theatre, Theatre of cruelty
Style/Genre	Audience, Intention,	Imagination,	Comedy, tragedy	Tension, melodrama, classic, Elizabethan	Naturalism, realism,	Practitioner, Connection, expressionism, immersive
Script	Character, Relationships, Language	Location, Story, Poem	Theme, Settings, Dynamics	Language, Structure, style, dramatic irony, exposition	Costume, Lighting, sound, rehearsal techniques ,inference,	Social, Political, Cultural context, directorial decision, subtext, reinterpretation
Character	Voice, Physicality, Relationship	Feelings, Loud, Quiet, friend, enemy	Emotions, body language, posture, pause	Empathy, connection, gesture, multi-role	Gait, proxemics, communication, diction,	Inflexion, intonation, interaction
Audience	Intention, Staging, Awareness	Space, Emotion, Reaction	Empathy, Reasoning, Genre	Perspective, message and meaning,	Stage configurations, Intent, semiotics	Context, Impact, Justification, rapport
Devise	Stimulus, Improvisation, Creativity	Imagination, Make believe, storytelling	Character development, Reaction, Script writing	Message and meaning, interpretation, contribution	Symbolism, style, director	Context, Communication, Dramatic Convention form and style, directorial intention






	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 1	CHARACTER	SCRIPT	CHARACTER	DEVISE	STYLE/GENRE	CHARACTER	DRAMATIC CONVENTION	SCRIPT	CHARACTER	SCRIPT	STYLE/GENRE	CHARACTER
Year 2	CHARACTER	SCRIPT	AUDIENCE	CHARACTER	AUDIENCE	DEVISE	SCRIPT	DRAMATIC CONVENTION	CHARACTER	SCRIPT	STYLE /GENRE	CHARACTER
Year 3	CHARACTER	SCRIPT	DRAMATIC TECHNIQUES	DEVISE	STYLE/GENRE	CHARACTER	SCRIPT	DRAMATIC CONVENTION	AUDIENCE	DEVISE	CHARACTER	STYLE/GENRE
Year 4	CHARACTER	SCRIPT	STYLE/GENRE	CHARACTER	DRAMATIC TECHNIQUES	SCRIPT	DRAMATIC TECHNIQUES	SCRIPT	CHARACTER	SCRIPT	CHARACTER	DEVISE
Year 5	CHARACTER	SCRIPT	DEVISE	SCRIPT	STYLE/GENRE	AUDIENCE	DRAMATIC TECHNIQUES	STYLE/GENRE	SCRIPT	DEVISE	CHARACTER	SCRIPT
Year 6	CHARACTER	SCRIPT	CHARACTER	AUDIENCE	CHARACTER	SCRIPT	DEVISE	CHARACTER	DRAMATIC CONVENTION	STYLE/GENRE	SCRIPT	AUDIENCE
Year 7	DRAMATIC CONVENTIONS		STYLE/GENRE		AUDIENCE		STYLE/GENRE		CHARACTER		STYLE/GENRE	
Year 8	STYLE/GENRE		SCRIPT		DRAMA CONVENTION		STYLE/GENRE		DEVISE		DRAMA CONVENTION	
Year 9	SCRIPT		STYLE/GENRE		SCRIPT		CHARACTER		STYLE/GENRE		AUDIENCE	
Year 10	DRAMA TECHNIQUES		DEVISE		SCRIPT		SCRIPT		DEVISE		DEVISE	
Year 11	CHARACTER		SCRIPT		SCRIPT		SCRIPT		SCRIPT		SCRIPT	
Year 12	STYLE/GENRE		STYLE GENRE		DRAMATIC TECHNIQUES		SCRIPT		SCRIPT		SCRIPT	
Year 13	DEVISE		DEVISE		DEVISE		SCRIPT		SCRIPT		SCRIPT	



Northampton International Academy

Substantive Curriculum Content Overview – Primary Phase



DRAMATIC TECHNIQUES 	STYLE/GENRE 	SCRIPT 	CHARACTER 	AUDIENCE 	DEVISE 
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>English Into the Woods C: Learning to Narrate P: Reading and reciting poetry R: Discuss how poetry makes them feel</p> <p>Dance I am a Dancer C: Copying dance moves and simple routines P: Perform in time</p>	<p>English Home Sweet Home C: Writing letter or postcard in role</p> <p>Music Follow the leader P: Perform rounds and partner songs with confidence, expression and control</p>	<p>Music Dynamics and Graphic Score C: Use dynamics to add interest to class performances of songs and chants P: Perform as a class songs and chants with increasing complexity and musicality</p>			<p>English Fall Out C: Writing in role P: Poetry reading</p>
Autumn 2	<p>English Playtime P: Reading/Singing song Performance of poetry learned by heart R: Consider how a younger audience would respond</p> <p>Music</p> <p>Nativity Learn the chorus and the refrains to songs from the nativity Develop a safe and secure posture and sound when singing</p>	<p>English Town and Country C: Looking at character and understanding their emotion P: Retelling of stories</p> <p>Dance Interpreting mood and feeling C: Show and respond to mood or feeling P: Dance with some control and use changes R: Give feedback on a performance</p> <p>Music</p> <p>Nativity Learn the full songs for the nativity Perform the songs with attention to detail with the phrasing, articulation and dynamics to tell the story</p>	<p>English Funny Bones P: Song performance</p>	<p>English What's eating you? P: Performance of limericks</p>	<p>Music Performing Music from the Movies Listen to a variety of different genres of movie soundtracks and discuss the harmony, instruments and techniques they use. Perform movie themes in multiple parts as a class</p>	<p>English Peace C: Debating skills explored P: Performance of song to school and families</p>

Spring 1	<p>English Let's Go Outside</p> <p>P: Recall a personal event and recount it verbally</p>	<p>English Anything Grows</p> <p>R: Analyse comedic responses and why they find things funny</p>	<p>English Disasters</p> <p>C: Writing in role Imagination of historic events</p>	<p>English Keen to be Green</p> <p>C: Studying short play and understanding the context P: Performance of poetry to Headteacher</p>	<p>English Journeys</p> <p>P: Performance of poetry to peers</p>	<p>English It's my right</p> <p>P: Perform and record speeches</p>
			<p>Dance Movement</p> <p>C: Create dance phrases P: Perform using counts to keep in time R: Give and receive feedback of a performance</p>			
Spring 2	<p>English Land of Adventures</p> <p>P: Retelling of stories R: Writing in role</p>			<p>Dance Phrases</p> <p>C: Develop dance phrases using dance methods P: Perform dance phrases R: Respond imaginatively to a stimuli</p>		
Summer 1		<p>English Worlds Apart</p> <p>P: Rhymes and songs around the world performance R: How do others experience performance</p>			<p>Dance RADS</p> <p>C: Creatively using the RADS to compose a dance P: Perform Sequences as solo and in group work R: Suggest ways to improve own and others work</p>	
Summer 2				<p>Music Music for Celebration</p> <p>C: Create music that celebrates the people in the classroom P: Perform music with multiple parts, instrumental, percussion and/or vocal</p>	<p>English Displacement</p> <p>C: Discuss others experiences and emotions about displacement P: To perform narrative poetry</p>	<p>Dance RADS</p> <p>C: Choreograph a short dance routine P: Perform Dance routines fluently R: Use appropriate language to evaluate own and others work</p>