



Dudley Academies Trust - The Link Academy

Statement of Curriculum Intent – Creative Arts 2022 - 2023

The Creative Arts vision is to build inquisitive and creative minds that don't take things at face value. To encourage learners to understand the world around them, and to encourage self-reflection, understanding of peers, the local community and the wider world. As a department, we are committed to encouraging learners to seek to better themselves and to strive to develop skills that can lead to lifelong fulfilment. Creative Arts plays a vital role in allowing learners to broaden their horizons, to build confidence, to stretch and challenge learners' creative skills to develop well-rounded young people of the future. Through Creative Arts, learners have no boundaries, and we aim to lead and empower our young people to be more than they expect of themselves.

Statement of **Drama KS3** Curriculum Intent 2021-2022

Drama features as part of the National Curriculum for English, therefore the experiences learners have during primary education can be very variable dependent on the skillset and topics learners have explored with their teachers prior to arrival at The Link Academy. This provides us with the freedom to support learners with a specific focus on developing confidence and key skills that are appropriate for the learners in our school community

Key Stage 3 Drama focuses on the following key skills:

- Developing confidence to speak and perform in front of others.
- Reflecting on the world around us to develop mature and perceptive learners.
- Understanding expression through dialogue and the spoken word.
- Developing physically and vocally expressive learners, with an understanding of emotion.
- Developing skills and techniques to successfully communicate ideas to an audience.
- Exploring both devised and scripted work.

Statement of **Drama KS4** Curriculum Intent 2021-2022

Key Stage 4 Drama provides learners with the opportunity to gain a GCSE qualification through the Pearson (Edexcel) syllabus.

This encompasses the skills that were explored in Key Stage 3, but provides additional insight into how these have been explored and applied in different contexts, and with different influences. In preparation for their assessed work, learners expand their knowledge looking at key theatre practitioners, textual exploration, responses to a variety of stimuli.

This is realised through three key components of assessment:

- Component 1 – Devising - Devised performance with supporting portfolio.
- Component 2 – Performance from text – 2 performed extracts
- Component 3 – Written exam based on DNA by Dennis Kelly.

IMAGINE **CREATE** EXPLORE **EXPRESS**

Dreaming big	Rewarding effort	Leading together	Respecting each other and our world	Learning that inspires
Through strong teaching and extra-curricular opportunities, learners are encouraged and challenged to strive for professional level work. Learners are given regular opportunities to share their work, and are regularly given feedback to aid developments	Positive reinforcement is the leading behaviour management strategy in Creative Arts. Learners are encouraged and rewarded with both praise and merits. In addition, learners' effort and work is rewarded with recognition through sharing of work - this can include gallery work, in school	Learners have regular opportunities to work collaboratively. Students are encouraged to direct each other, provide peer feedback, seek opportunities to develop each other's work and to praise and analyse work in classes. Learners are afforded	Understanding the world around them is a fundamental part of lessons. Students are encouraged to reflect on social, political, cultural and personal situations. Developing learners' understanding of these features supports accurate, mature and perceptive work, as well as positively impacting and developing our learners as respectable citizens in a diverse modern world.	Learners are challenged with appropriate content that is planned to ensure relevant, appropriate and explicit links to the world around them. Topics include knife crime, film music, Lego photography and street dance. In addition to this, learners have opportunities in all disciplines to explore, devise and create

in their creative skill sets.	competitions, extra-curricular opportunities and assemblies.	opportunities to be critical friends for each other. Group work is an essential ingredient within the creative arts spectrum and is embedded within lessons.		their own content, fuelled by their own interests and experiences.
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Year 7		
Rotation 1 – DEvised “The Child Who Didn’t Want to go to School”	Rotation 2 – SCRIPTED “Charlie and The Chocolate Factory”	Rotation 3 – SCRIPT/DEvised “Darkwood Manor”
<p>Learners build and develop core knowledge and skills.</p> <p>Developing the procedural knowledge of exploration and rehearsal, alongside core non-verbal skills.</p> <p>Learners also begin to explore basic characters, alongside character</p>	<p>Learners are introduced to a sequence of scenes with plot and character development.</p> <p>Learners begin to explore use of voice and physicality to support characterisation.</p>	<p>Learners are introduced to ‘Dramatic tension’ and ‘Atmosphere’ on stage, through lighting and sound, and begin to explore more creative use of character and voice.</p> <p>Learners get the opportunity to do some off-script devised work, as well as exploring language and experiment</p>

thoughts, using dramatic techniques such as 'thought tracking' and 'conscience alley' to explore this.	Learners continue to explore development of plot through a sequence of short scenes.	with language through the use of voice.
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Year 8		
Rotation 1 – DEvised “Craig and Bentley”	Rotation 2 – SCRIPT/DEvised “Haz”	Rotation 3 – SCRIPTED “The Lion, The Witch and The Wardrobe”
<p>Learners develop application of 'Dramatic Tension' in a more realistic context. Learners are introduced to additional dramatic techniques to support presenting a narrative and characters to an audience.</p> <p>Learners explore real characters, and develop and explore presenting real emotions.</p>	<p>Learners build on character development, exploring communication to an audience, including 'Dramatic irony' and 'Emotional Literacy', looking at relationships on stage.</p> <p>Learners take ownership of plot with the support of a structure of a story, with the freedom to explore key elements of plot through devised work.</p>	<p>Learners start to apply understanding of emotion and subtext to delivery of dialogue, developing communication through stage awareness. Building on vocal work to apply additional meaning.</p> <p>Learners continue to develop the best way to use space and through practical exploration develop and more comprehensive knowledge of staging.</p>

How does extra-curricular for **Drama** benefit our learners?

Extra-curricular within Drama includes a range of experiences – from allowing learners time to independently express themselves, whilst also exploring ambitious content including writing, rehearsing and performing. Lunchtime clubs and after school trips are accompanied by planning trips to take learners to experience live performance. This builds cultural capital for learners at The Link Academy.