



Curriculum intent: The focus of Drama at Barr Beacon School is to inspire minds, develop communication and to raise confidence in pupils through creativity. We do this by providing a safe space for our pupils to enjoy working and exploring drama, allowing them to build relationships with their peers, but also to build on social skills that will set up good foundations for future career pathways either in the performing arts industry or in other professions.

Curriculum rationale: The way the curriculum is structured is to enable all pupils regardless of ability to experience a wide range of different dramatic devices and elements both on stage and behind the scenes over a course of three years. Each year builds on the previous learning by the addition of more drama theory content, as well as exploring topics that feature in the wider world.

KS3 Drama curriculum: The KS3 Drama curriculum at Barr Beacon is part of the Creative Arts rotations. Pupils have 2 lessons of Drama per week in Year 7 and Year 8, and 1 lesson of Drama per week in Year 9. Each rotation lasts approximately 6 weeks.

KS4 Drama BTEC – Completed over two years building on what base knowledge students have learnt at KS3. Students explore 3 components. Component 1: Exploring the Performing Arts is an internal theory component where students explore a range of different repertoires and how they are created. Component 2: Developing Skills and Techniques in the Performing Arts is an internal component that focuses on the development of practical skills whilst students evaluate their progress. Component 3: Responding to a Brief is an external assessment that requires students to create their own group choreography. Students are required to write about their ideas and skills developments. Students will then evaluate their performance at the end of the assessment.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p align="center">Year 7 Performing Arts (Drama)</p> <p align="center">Project 1 – Spooky Tales – Exploring basic drama devising techniques told through spooky tales Project 2 – Creating Scripts – Introducing pupils to the art of scriptwriting and understanding how a script is formatted</p>					



8	<p align="center">Year 8 Performing Arts (Drama)</p> <p>Project 1 – Theatre In Education - Using theatrical techniques and performances to engage students, enhance learning, and explore educational topics creatively. Project 2 – The Terrible Fate of Humpty Dumpty – Anyalising and exploring the play’s themes of bullying and peer pressure practically.</p>	
9	<p align="center">Year 9 Performing Arts (Drama)</p> <p>Project 1 – Visual Theatre – Exploring the elements that make up visual theatre to enhance storytelling skills Project 2 – Responding to a brief – Exploring examination briefs to create an original devised drama piece and develop performance skills</p>	
10	<p align="center">Year 10 BTEC Performing Arts Drama</p> <p>Component 1: Exploring the Performing Arts Students will study three professional plays and analyse how repertoire is created through a series of practical and theory lessons. They will design a research journal which contains their findings.</p> <p align="center"><i>Assessment from January - April</i></p>	<p align="center">Year 10 BTEC Performing Arts Drama</p> <p>Introduction to Component 2: Developing Skills and Techniques in the Performing Art Students will participate in a range of technique classes and learn a 2 minute piece of repertoire. Students will reflect on their progress throughout the component.</p>
11	<p align="center">Year 11 BTEC Performing Arts Drama</p> <p>Component 2: Developing Skills and Techniques in the Performing Art Students will participate in a range of technique classes and rehearse and perform a 2-minute piece of repertoire. Students will reflect on their progress throughout the component.</p> <p align="center"><i>Assessment from September - December</i></p>	<p align="center">Year 11 BTEC Performing Arts Drama</p> <p>Component 3: Responding to a Brief Students will devise and perform in their own performance piece in line with a set brief provided by the examination board (Pearson).</p> <p align="center"><i>Assessment from January - May</i></p>