

# The Cedars Academy

## Performing Arts Department

### Drama Manifesto 2022-23



#### **Performing Arts Vision**

As a subject the Performing Arts reach out and branch into the many facets of our day to day lives. They inspire conversations and create friendships through the discussions we have about what we watch on TV, listen to on the radio or see online and in theatres.

The performing arts teach us to be creative, reflective and resourceful in what we do, they enable us to speak with confidence in front of others as well as develop our emotional intelligence and empathy.

*Arts and culture help tackle social injustice - theatres, museums, galleries and libraries are the beating heart of our towns and cities. Not only do they bring prosperity, they bring communities together and make life worth living. - Arts Council for England*

Through the Performing Arts our young people within all LET schools are able to express a range of emotions within the safety of the classroom or studio. They are able to develop holistically and gain insights and experience into different ways of life. They can push boundaries and move beyond the safety of the familiar and conventional. To put it simply the arts matter.

*"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being". – Oscar Wilde*

#### **Drama Curriculum**

Our broad and balanced drama curriculum has been designed around the three core areas of drama; performance, devising and appreciation. This curriculum recognises the role of drama in young people's lives and has been designed to inspire, challenge and motivate every student, no matter what their level of ability. The aim of the curriculum is to foster a love of the subject giving every learner an opportunity to experience the world of the theatre and everything that encompasses it.

#### **Intended Outcome**

- ✓ Confident students who are able to enjoy a lifetime connection and appreciation of the Performing Arts disciplines.
- ✓ Students who show confidence in social skills and are able to engage positively in collaboration alongside self-reliance.
- ✓ Creative thinkers who are able to independently adapt, problem solve and offer solutions.
- ✓ Resilient students who are able to face challenges within and outside the Performing Arts.
- ✓ Reflective students who are analytical and able to evaluate their own and others performances and written work.
- ✓ Metacognitive learners who demonstrate self-motivation and self-regulation.

- ✓ Motivated and determined students who are fascinated with the world around them and how the arts contribute to their everyday lives.

### Curriculum Overview Summary

#### Key Stage 3 curriculum

At the Cedars Academy we provide Drama 1 hour per week for both years 7 & 8. Staffing within the department includes x2 specialist subject teachers E Carpenter and C Young. Within year 7 and 8 each unit of work is progressively built upon over time, starting with fundamental skills of performance and drama conventions required to perform a character. Key language for learning is embedded in schemes of work and knowledge organisers provided to enable vocabulary and knowledge rich learning. Quizzes are set alongside every topic to assess students understanding and appreciation and so the course has a mixture of theory and practical. This ensures our learners are equipped to cope and progress into key stage 4 and 5, if they opt to do so.

<b>Key Stage 3</b>	<b>Year 7</b> Year 7: 1 hour every week. Split into 6 units of work.	<b>Year 8</b> Year 8: 1 hour every week. Split into 6 units of work.
<b>Term 1</b>	Topic 1- Darkwood Manor  Topic 2- Chicken	Topic 1-Blood Brothers  Topic 2-Romeo & Juliet
<b>Term 2</b>	Topic 3- Harry Potter  Topic 4-Desert Island	Topic 3-Murder Mystery  Topic 4- Physical Theatre
<b>Term 3</b>	Topic 5-Twisted Tales  Topic 6-Live Theatre	Topic 5- Musical Theatre  Topic 6-Live Theatre

#### Key Stage 4 curriculum

At KS4 the curriculum follows the Pearsons BTEC Level ½ Tech Award in Performing Arts specification. The two-year course is planned again using a spaced-learning/interleaving approach. The Units covered within this course are

GCSE: early entry 6 hours over 2 weeks/standard entry 5 hours over 2 weeks. A mixture of single and double lessons for both practical and written components.

GCSE/BTEC	1st Year	2nd Year
<b>Autumn 1<sup>st</sup> half term</b>	Introduction to BTEC Musical Theatre Performance skills and technique.	Unit 2 Developing Skills and Techniques in the Performing Arts <b>(Internal Unit)</b> Performance Exam – Legally Blonde/Bugsy Malone
<b>Autumn 2<sup>nd</sup> half term</b>	Unit 1 Exploring the Performing Arts - Musical 1 Hamilton <b>(Internal Unit)</b>	Mock Unit 3 Performing to a Brief Paper and brief from previous year used for the Mock project.
<b>Spring 1<sup>st</sup> half term</b>	Unit 1 Exploring the Performing Arts- Musical 2 Matilda <b>(Internal Unit)</b>	Unit 3 Performing to a Brief <b>(External Unit)</b> <i>Exam paper for Unit 3 released in January, 12-week project begins.</i>
<b>Spring 2<sup>nd</sup> half term</b>	Unit 1 Exploring the Performing Arts - Musical 3 West Side Story <b>(Internal Unit)</b>	Unit 3 Performing to a Brief <b>(External Unit)</b> Performance Exam
<b>Summer 1st half term</b>	Unit 2 Developing Skills and Techniques in the Performing Arts Preparation <b>(Internal Unit)</b>	Unit 3 Performing to a Brief <b>(External Unit)</b> X3 Written Logs Completed.
<b>Summer 2<sup>nd</sup> half term</b>	Unit 2 Developing Skills and Techniques in the Performing Arts <b>(Internal Unit)</b>	Course completed

### Extracurricular opportunities

As a creative subject, we aim to broaden and enhance student’s holistic development through exposure to a wide range of drama styles and scripted pieces they might not otherwise experience. Cultural capital is in abundance within Drama through the rich extra-curricular opportunities that are offered. Students are offered the opportunity to attend workshops with visiting artists, theatre trips, whole school productions, class sharing, options evening, open evening, transition day performances and Summer Arts Festival. We feel that it is these experiences that not only enthuse and excite students to study drama but provide a platform for our students to learn the qualities they need to flourish in our society such as leadership/public speaking/independent thinking/public performance/self-peer reflection/team work/respect.