



Newport Girls' High School Curriculum Summary

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| Faculty: English and Arts | Subject: Drama |
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Our Vision

Faculty Vision

The central aim of the English and Arts Faculty is to engender a lifelong love of culture, literature, drama, art and music that goes above and beyond the examination syllabi. We believe that students should encounter and engage with the very best examples of human creativity in order to inspire them as both learners and citizens of the world.

Within the faculty, we aim to ensure that students engage with a broad, diverse and representative selection of work in order to build a bridge between the traditional and the modern. We want students to feel confident when exploring 'the giants' of culture and the arts without feeling daunted or intimidated. Equally, we are passionate about celebrating and exploring work by artists, writers and musicians who have been excluded from the canon in the past, so that the tapestry of our curriculum is truly representative of what art and culture has to offer. By placing this ethos at the heart of our curriculum, we hope to challenge common misconceptions about the arts and demystify the creative process.

Above all, we want students to feel empowered to be creative and to stand on the shoulders of those that have gone before them.

Subject Vision

The Drama department aims to enrich students' perception of drama and the role of theatre through a broad and ambitious curriculum, ensuring that all students are provided with opportunities to broaden their knowledge and theatrical skills in a practical manner. The drama curriculum aims to promote a love for the arts and enhance empathy, confidence, cooperation, creativity, social awareness and self-esteem.

Curriculum Intent

The KS3 programme of study aims to engage and inspire students to develop their creative potential, practical skills and theoretical knowledge. Through their study of a wide range of topics, students are exposed to the rich and diverse world of theatre.

The Drama curriculum at NGHS is devised to support students in the development of their skills in creating, performing and responding. Students will have opportunities to use dramatic techniques to explore issues, develop an appreciation of theatre through the ages and recognise how classical styles are embedded in contemporary practice. Students will also devise their own material, interpret the work of playwrights and practitioners, and bring to life scripted material.

Regular opportunities are rooted within the curriculum for students to hone their physical and vocal skills, yet emphasis is also placed on student's appreciation of the aesthetics and purpose of the theatre we create.

Curriculum Sequencing Rationale & Implementation

KS3:

At the start of Year 7, students use drama as a tool to practically explore Armin Greder's 'The Island'. Using dramatic techniques to analyse character, plot and themes, students explore and challenge viewpoints of the range of characters within the text, thus encouraging empathy and tolerance. Following on from this, students develop their knowledge of theatre history, exploring the conventions of Greek Theatre and recognising how Sophocles' 2,500-year-old play 'Antigone' is still relevant today. Moving through the ages, students theoretically and practically explore the genres and characters within Commedia dell'Arte and Elizabethan theatre to further develop their knowledge of stage plays, playwrights and styles. In addition, Year 7 students will explore symbols and semiotics on stage, to recognise how a director, lighting or set designer may create meaning for an audience.

In Year 8, the sequence of study follows a similar pattern to that in Year 7; for students to deepen their understanding and build on skills learnt. Students continue to practically and theoretically explore the development of the theatre with the study of Victorian Melodrama. In addition, the theories and techniques of key practitioners such as Stanislavski and Frantic Assembly are introduced to assist in shaping their response to stimuli. In Year 8 students will also review live performance, enabling learners to respond analytically to performance and design elements.

For specific information relating to the content of the curriculum in each year group, opportunities for wider personal development and enrichment and ways for parents to support their daughter in her learning within this subject, please see the Learning Overviews on our website.