



**Stantonbury School**  
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## Performing Arts: Drama Curriculum Statement

### Curriculum Intent

**In Performing Arts, we become confident and creative thinkers.**

**We understand the value of Performing Arts and its cultural, moral, and social contribution to society.**

### Vision and Values

The mission of The Performing Arts Faculty at Stantonbury is to provide a safe, supportive, and positive learning environment in which every student has the opportunity to flourish and fully develop their creative skills, which will, in turn foster self-confidence, personal growth and a life-long appreciation for the Arts national and international level. A high-quality Performing Arts education should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own Dance, Music, Drama and Media work. As our students' progress, they should be able to think critically and develop a more rigorous understanding of the different Performing Arts disciplines. They should also know how Performing Arts reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation.

Drama at Ks3 at Stantonbury School can function as artists, as well as learners of the arts. Artists must be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers, and creative problem-solvers. Students develop through creating, performing, and presenting arts in ways that engage and convey feelings, experiences, and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning. Students follow a variety of different topics such as Children's Theatre, Mime, Shakespeare, responding to stimuli and Understanding theatre practitioners to prepare them for the GCSE Drama.

GCSE Drama focuses on the practical exploration of performance texts that require students to articulate how they would perform in certain roles, and direct and design for certain extracts, putting practical work at the heart of the qualification. Students are also expected to devise their own performances using key practitioners to influence their style as well as communicate the intention of their piece. There are numerous transferable skills that students develop on the course





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such as collaboration, communication, and an understanding of how to amend and refine performance skills. Completing this course ensures sensible progression of knowledge, understanding and skills from GCSE to AS to A Level and similar approaches to assessment, so that students will have a coherent experience of drama if they take Pearson Edexcel GCSE in Drama, AS Level in Drama and Theatre and A Level in Drama and Theatre.

The completion of these courses prepares students for a variety of university courses and many past students have gone on to study English, Drama, Psychology, Politics at University.

### **Delivery**

At KS3 Performing Arts Drama students are taught in mixed ability classes, each student has one lesson of Drama per week. Students then opt to specialise in Year 9 and follow a 2year GCSE/BTEC Level 2 course.

All Key stage 3 lessons are taught the same across the team so that there is parity of skills and schemes of learning taught across the department. The curriculum is delivered by a diverse means of academic, practical and teacher led exploration. It allows students to work creatively, devising their own work whilst also imparting the knowledge and skills necessary for passing examinations.

Having all specialist Drama teachers delivering the curriculum, each follows the scheme of learning at KS3 in their own unique way. Delivery is through guided discovery, practical tasks such as hot- seating, performing, reading, and watching plays. Each of the schemes of learning have a variety of methods to engage learners whatever their learning style. At KS4 and KS5 teachers choose the texts to be studied and steer the learning process towards personal and creative growth of their students. Emphasis is placed on knowledge concerning play texts and practitioners and the modules are structured in such a way that the teacher is required to have good subject knowledge and to be able to impart it to the students in an interesting and structured manner.

Trips to the theatre and extra rehearsals are a part of the process that we have long used in Drama. Due to the current restrictions these have been largely shelved leading to us utilising more digital realms (Digital Theatre +) to examine plays and enrich the curriculum. However, in the past weekly clubs such as Year 7 Drama Club, Puppetry Club, Year 11 Intervention classes, Musical Theatre run throughout the year to enable students to develop their dramatic skills.





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At KS3 homework is set on a rotation of once a week between Dance, Drama and Music. All homework is written into the schemes of work and the same homework is set by each of the team so there is parity between the departments. Students are expected to spend between 20- 50 minutes on a piece of homework and this may be a written or practical task.

Homework set allows students to use the skills they have developed in lesson to consolidate learning and trial on their own. It is also used for researching new topics and concepts. A variety of tasks are given that students can stretch and challenge themselves depending on their ability. Tasks set allow students to be creative in how they wish to perform and present work. They are also allowed to develop and seek areas of interest as this is integral to the MYP programme.

At KS4 Homework is set once a week. The homework set allows students to use the skills that they have developed in lesson to consolidate learning and trial on their own. It is also used for researching new topics and concepts. It can also be used for preparation for practical exams.

## **Inclusion**

When the curriculum was composed lots of thought and preparation has gone into the development of schemes that all students are catered for. Lessons include clear learning objectives with success criteria and differentiation. There are extension and challenge tasks applied to lessons to stretch and challenge pupils and SEND/ EAL is taken into consideration. We have a SEND shared folder created by our SEND champion for the faculty which has multiple resources such as HQT strategies to help support teachers with their individual groups. It is the responsibility of all subject teachers to differentiate within their teaching plans, for students of all abilities, supported by differentiated schemes of work. Additional assistance for students with Special Educational Needs and Disabilities comes from classroom assistants whose time is usually given to classes which contain statemented students. The school has well-regarded specialist provision for students with language and communication challenges and is highly inclusive in its approach. Lastly, after each report class RAP sheets are completed at KS4 to support staff with completing short, sharp in class intervention for support students with their progress.

The themes and topics chosen for KS3, 4 and 5 provide an extensive variety of social, moral cultural aspects of Drama. This enables us to promote equality and diversity with the curriculum. At KS4 This year there has been a fresh drive to promote diversity within the curriculum. This is reflected in the play choices that have been chosen for GCSE. Instead of the standard Cis-White Male comedy plays





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of the past (Bouncers, Shakers, Road etc) we have chosen plays that reflect a broader ethnic diversity, engage social issues, and challenge gender norms such as Pipeline and The Container. We believe this more adequately reflects our demographic as a school and community.

