

## **St Osmund's Middle School Performing Arts – Drama**

This document is designed to give you an overview of Drama at St Osmund's in terms of expectations and routines as well as the curriculum intent, implementation and impact.

### **Expectations and Routines**

#### **During Lessons:**

- Children line up outside The Studio quietly and calmly
- Children enter The Studio, quietly, calmly and respectfully
- All remove their shoes, place with belongings at the side of the room and find a space to sit down quietly in front of the board.
- LO and key vocabulary will be displayed on the board
- Children to be Ready, Respectful and Safe
- Recall of previous learning, terms and technical vocabulary to be used to aid retention.
- Explanation of new key vocabulary displayed and discussed
- Attention to enunciation of English language
- Visual and audio stimuli to be used to create engagement and understanding (dual coding – the abstract and the concrete)
- Warm-up movement/vocal activity or game played before main tasks of the lesson.

#### **Assessment**

- Targeted questioning
- Regular routine recalls exercises to build memory
- Live verbal feedback from teacher
- Peer and self-assessment
- End of unit self -assessment
- Use of knowledge organisers for recall and revision
- Professional peer assessment – specialist external colleague observation/review

### **Curriculum Development**

- Whole class and teacher evaluations at the end of each unit to effectively review the content and activities.
- To build incrementally on skills as the subject embeds in the culture of the school
- Discuss with other curriculum leads how the subject can better support their subject and topics/materials to be studied.
- Expand offer to SEND/PP children for therapeutic sessions
- Peer meetings will promote the sharing of good practice
- To respond to Secondary catchment school feedback, intentions and syllabus followed

### **Curriculum Intent**

#### **Subject design**

Drama in KS2 is designed to improve and develop speaking and listening skills. It will also inspire a curiosity and creativity as self-esteem and understanding of the self grows. It is important to nurture their inquisitive thinking and questioning skills, to help them interpret what they may safely experience through “play”. It will support literacy and be directly linked to text to aid understanding of vocabulary, setting and character; preparing them for the composition of writing.

KS3 Drama begins to prepare the children for the subject expectations at Secondary level. Key terms and vocabulary will be used and activities practised whilst continuing to build esteem and confidence. Oracy skills will be practised through recital and improvisation, aiding future public speaking expectations in English for example. The devising of a piece of drama will be practised and clear as a key element of GCSE expectation. Skills learnt and experienced in KS2 will be the bedrock of the work encountered in upper stages.

Key skills in Drama which are worked upon in all Drama units are:

- Use of Voice
- Use of Level
- Use of Body.
- Use of Space
- Facial expressions

“Drama is an important component in educating a well-rounded child, giving essential opportunities for growth and challenge beyond the mere subject content. All children have the right to express themselves and a need for play -Drama maximises these natural factors in a safe, encouraging environment.”

### **Reflecting our school values**

Drama in St Osmund’s should inspire our pupils with a curiosity and fascination about the world, its people and themselves. We aim to empower students with knowledge about diverse situations, people and environments, together with a deep understanding of how drama skills may support other subjects and their individual growth and self-esteem. Global, personal and cultural issues maybe among topics encountered in the safety of the studio. Drama Diaries can be completed in the plenary at the end of each lesson for reflection purposes and to aid in self-evaluating their piece at the end of the unit.

We will work in a Ready, Respectful and Safe way at all times – adhering to the guidelines displayed in The Studio taking into account the feelings and opinions of others, even if they are different from our own.

### **Progression through the curriculum**

In order to progress this subject at St Osmund’s, guidance is sought from the Secondary school we feed into. From this, a scaffold was created, which could be fleshed out when considering our intent. It was key that this subject had clearly defined links to English and texts studied in both key stages. Working back from the GCSE syllabus, key foci were identified and developed. This is now reflected in the curriculum intent and subject design. Research suggested that the secondary school noticed a lack of preparation and ability in aural skills when delivering presentations in class, for formative assessment or examination, many succumbing to nerves and anxiety.

Our curriculum includes regular opportunities to assess student progress. It is designed to build skills and knowledge and to recall previous knowledge and terminology, building self-esteem and confidence in speaking publicly.

Direct links are made to KS2 texts, such as graphic novels and poetry. In KS3, Shakespearian texts being studied in English, such as Macbeth and Much Ado About Nothing, are explicitly studied to aid understanding and engagement, aiding writing outcomes. We also welcome the students own creation of stories within given topic guidance to allow them to creatively engage with a devised performance of their own, drawing on their own strengths and minds.

Success is a class who questions new vocabulary and who explores characters thoughtfully, adapting their actions and intent accordingly. Those who are developing, will show an engagement with self and understand that their esteem is growing. Devising an original piece from a single stimulus, building characters, mood and purpose effectively is the overall aim as they leave Year 8.

Self and peer reflection as well as assessment is the key to a deeper understanding. Allowing time for the group or individual to reflect on their performance and set onward targets enables them to own their work and next steps – for some, this may simply to be able to read out loud in front of their peers. Success is each individual reaching their own potential through expressing themselves. Drama Diaries will aid the reflection process.

### **Curriculum Implementation**

#### **Equality of opportunity**

The curriculum has been carefully designed and can be accessed by all learners. SEN students are supported with literacy and vocabulary where necessary, to ensure that they meet the same curricular goals confidently and successfully. Knowledge organisers have proven to be a useful tool to help all

students and are displayed in the studio. Growth in understanding of how the self is nurtured as well as varying degrees of confidence in public speaking. Gender roles can be fluid according to how the individual identifies.

## **Curriculum Impact**

### **Ensuring student progression**

Confidence is key. Building self-belief and resilience, as well as exposure to a wider vocabulary, will better prepare the children for curriculum requirements when assessing public speaking in future years and other subjects. Preparation of skills ahead of the Drama GCSE curriculum will lead to prior knowledge of key terminology and techniques. This practice will equip the children for future studies in Drama, should they opt to follow this program of study. Grade descriptors match those for GCSE of catchment Secondary school and should show progression.

### **Additional opportunities to learn**

Whenever possible, the children should be encouraged to watch live theatre and reflect. School trips can be arranged to attend local and national theatres. Live streaming events at cinemas and television could also be an option. More opportunities to do this are a focus.

### **Drama Careers Statement**

Drama lessons take place once a fortnight and give students the opportunity to build confidence, creativity, and communication skills that are valuable for a wide range of careers in the performing arts and beyond. Through practical workshops, students develop core drama skills including facial expression, body language, voice, use of levels, and use of space. These skills help students communicate ideas clearly, express emotion effectively, and present themselves with confidence.

In **Year 7**, students explore learning how exaggerated expression, movement, and vocal techniques help to tell a story and engage an audience. In **Year 8**, students further develop movement-based storytelling, character work, and the ability to use drama to communicate messages and ideas.

Drama plays a key role in developing **creativity and imagination**. Students are encouraged to experiment with ideas, take creative risks, and think innovatively when creating characters, scenes, and performances. They learn how to interpret scripts, devise original work, and use movement and voice in imaginative ways to bring ideas to life. These creative processes help students become flexible thinkers who can adapt ideas and respond to challenges.

A key focus of drama is **working collaboratively in groups**. Students learn how to listen to others, share ideas, solve problems, and take on different roles within a team. These experiences build **transferable skills** such as teamwork, leadership, adaptability, time management, and resilience. Students also learn to give and receive feedback respectfully and to work towards a shared goal, skills that are essential in the creative industries and highly valued in all career pathways.

The skills developed in drama support careers in acting, directing, theatre production, teaching, film and television, media, events, and community arts. Drama also supports careers outside the arts, including education, law, business, and public speaking. Through drama, students develop creativity, confidence, and collaboration skills that prepare them for future pathways in the creative industries and beyond.

### **Drama spiritual Statement**

Drama provides pupils with many opportunities to explore spirituality by reflecting on human experiences, emotions, beliefs and values. Through role play, storytelling and performances, pupils are able to consider the opinions and values of a range of characters in different settings. Drama encourages students to look at and develop empathy to the emotions and characteristics, through a range of different viewpoints and cultures, allowing students to express feelings, develop self-awareness and respect, reflecting on what is important in their own lives and that of others around the world.

The curriculum allows students to explore themes such as good and evil, fear, power, and morality. Through exaggerated performance, atmosphere, and character work, students reflect on emotions and motivations, developing a deeper understanding of how drama communicates ideas and feelings. They use movement, voice, and storytelling to communicate messages, explore social issues, and consider the impact of actions on others.

Drama supports students' **spiritual and personal growth** by encouraging creativity, imagination, and self-expression. Students are given opportunities to take creative risks, explore different viewpoints, and express thoughts and emotions in a safe and supportive environment. Through devising and performance, students reflect on their own beliefs and values while developing confidence and self-awareness.

Working collaboratively is central to drama. Through group performance and ensemble work, students learn trust, respect, and cooperation. They listen to others' ideas, support one another, and understand the importance of shared responsibility. These experiences help students develop empathy, compassion, and a sense of belonging within a creative community.

Through drama, students deepen their understanding of themselves and others, explore moral and social themes, and experience the power of storytelling to connect people. Drama supports spiritual development by fostering reflection, empathy, creativity, and meaningful human connection.