

Nasheed/Drama

Our ethos is to believe, achieve and you will succeed. Respect is at the heart of everything we do. Respect for a culture of lifelong learning and its power to transform lives is our secret for success. Nasheed/Drama is used as a way of teaching students about the importance of cooperation and team work, responsibility and self-discipline. By regularly presenting their ideas to their peers, students become more inclusive, more confident and more effective communicators.

Curriculum Intent

By the end of KS3 we hope to prepare students with a variety of skills that can be used effectively through Nasheed and Drama, but also in wider school and professional life. We aim to improve vocal and physical skills that will aid students when presenting, debating and performing and build on their communicative skills by having them work regularly in groups. When working in groups, students will have to negotiate and tasks are planned in advance to challenge students and provide them with opportunities to work as a leader, an active group member or independently.

Implementation

Students are encouraged to develop their imaginative and creative skills through practical exploration of various stimuli, themes and stories.

Drama teaches students about cooperation and team work, responsibility and self-discipline. By regularly presenting their ideas to their peers, students become more inclusive, more confident and more effective communicators.

At BIGS we encourage collaborative learning and therefore begin Year 7 with a cross-curricular project where students will learn the techniques and conventions found within Drama. This unit also gives students the opportunity to bring in any past experiences they have within the Creative Arts and incorporate them in their learning, exposing them to a breadth of creative knowledge. In Year 7 and Year 8, our schemes of learning provide a number of opportunities for our highly skilled teachers and students to actively engage in role-play, supporting students' learning through modelling. Each unit has been carefully constructed to provide students with numerous opportunities to draw on their creativity and personal experiences which is then consolidated

units such as 'Myths and Legends'. In this time, students will be asked to research and share parts of their culture, helping to create a sense of community in our classrooms in line with the Canons' ethos.

As they transition into Year 8, students will explore more challenging topics linked to PSHCE, such as the effects of drug use. We consolidate the learning that has taken place throughout KS3 by looking into how theatre can be used to educate an audience and students are given the opportunity to devise and perform their own pieces of theatre on a topic of their choice. We structure KS3 assessments to ensure learning is being measured in a variety of ways and accompany each performance assessment with a written component. Where possible, we provide students with the opportunity to see some professional Theatre in Education performances.

Impact

We believe the curriculum will have a positive impact on the development of every student. The impact of our curriculum can be measured through quality and well-conceived outcomes. Students will be able to self-analyse and critically evaluate their own and others' work through live performance. Students will not only develop performance skills but confidence in themselves. Other means of assessing include:

- Lesson observations
- Work Scrutiny
- Live Performances at assemblies