

The Performing Arts Faculty sets its vision as making a well rounded, confident individuals with a love for the Performing Arts

“Drama helps our students to be active members of their community through confidence, self-expression and co-operation to believe they can make a difference to others. Drama helps our students to develop perseverance, empathy and creativity and feel able to contribute creatively to the community where they live.

Drama is a tool in which they can explore the world in which they live and develop skills that help them to be compassionate, collaborative individuals. Drama at Ridgewood fosters a love of the subject and the life skills that students need to be well rounded, confident individuals.”

Our Drama Curriculum will give students the opportunity to:

Develop a wide-ranging knowledge of practitioners, theatre styles and play texts. They will have a thorough understanding of the impact that different performance styles have on an audience and the ability to communicate intentions about the world in which they live.
Develop their subject specific terminology both verbal and written and be able to articulate this with confidence to others and to themselves, rooted in the development of performance skills. Oracy is developed throughout the curriculum in Drama, the ability to voice their opinions and make contributions, present themselves and consider how they speak to others are honed throughout the curriculum
Develop life skills that are honed throughout the curriculum. Team building skills and the ability to work with others under pressure as well as articulating themselves and expressing their opinion with confidence are integral to a well-rounded student, no matter what their career path choice.
Watch performances or extracts from performances with increasing levels of reflection and assessment of the development of performance skills and communication of intentions. Be reflective on their own practice and the practice of others, consistently relating back to their intentions as artists.
Take part in ensemble performances throughout their time at school, developing students’ self-confidence and communication skills (including non-verbal). Performance is a regular practice within the drama curriculum at all levels. The ability to present to others and the ability to work with different groups, considering how they adjust themselves to these different groups is a key life skill developed through our drama curriculum.

Curriculum Intent: Drama (Performing Arts Faculty)
2025-26

Understand the importance of the Creative Arts Industry on the British economy, and the curriculum, will prepare students for their involvement in this industry whether this be through a Performance or Production route.

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		HT1	HT2	HT3	HT4	HT5 and HT6
Y7	Curriculum	<p>Physicality in Mime Style-based performance focus- Non-verbal</p> <p>Skill focus: Non-verbal development- Physicality</p> <p>Practitioner / Style Link - Slapstick Comedy</p>	<p>Exploring Texts Exploring Texts using script extracts from Matilda and Humpty</p> <p>Skill focus: Verbal development</p> <p>Practitioner / Style Link - Naturalism</p>	<p>Contents of the Bag Devising from a stimulus- Contents of the bag</p> <p>Skill Focus: Devising from stimuli</p>		
	Assessment	CF1: Non-verbal performance in context of silent movie film during wk 13-14	NA	CF2: Performance during wk 36-37		
Y8	Curriculum	<p>Pantomime Style-based performance based - Pantomime</p> <p>Skill Focus: Style-based characterisation and script writing</p> <p>Practitioner / Style link: Pantomime</p>	<p>Missing Dan Nolan Exploring Text using script extracts from Missing Dan Nolan</p> <p>Skill Focus: Characterisation through script</p> <p>Practitioner/style link: Verbatim</p>	<p>Alice in Wonderland Devising from a stimulus Using the topic of Alice in Wonderland</p> <p>Skill focus: Devising</p> <p>Practitioner / Style link: Surrealism and Physical theatre</p>		
	Assessment	CF1: Performance of Pantomime during wk 13-14	NA	CF2: Physical theatre performance during wk 36-37		
Y9	Curriculum	<p>Exploring Text (John Godber) Exploring Texts using script extracts from Teechers and Bouncers</p> <p>Skill Focus: Characterisation of Non-naturalism</p> <p>Practitioner / Style link: John Godber</p>	<p>Tell Me Why Devising from a stimulus using the topic of 'Tell me why'</p> <p>Skill Focus: Devising</p> <p>Practitioner / Style link: Non-naturalism - Brecht</p>	<p>Understanding Practitioners Performance based focusing on 2 practitioners</p> <p>Skill focus: Style based performance applied to script</p> <p>Practitioner link: Stanislavski and Frantic assembly</p>		

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	Assessment	CF1: Performance of script extract during wk 13-14		NA		CF2: Performance in chosen style during wk 36-37	
Y10	Curriculum	PSA1	PSA1 Submission	PSA2	PSA2	PSA2 Submission	Preparatory workshops for Component 3
	Assessment		Task 1 and Task 2 submission		PS2 Task 1	PSA Task 2 and 3	
Y11	Curriculum	Comp3: Responding to a Brief mock (option to resit – Comp 1/2)	Comp3: Responding to a Brief MOCK (option to resit Comp 1/2)	Comp3: Responding to a Brief	Comp3: Responding to a Brief	Comp3: Responding to a Brief	
	Assessment		MOCK – Ideas/Skills/Performance		Ideas log and Skills log	Performance and Evaluation Report	
Y12	Curriculum	Unit 1: Investigating Practitioners' Work	Unit 1: Investigating Practitioners' Work	Unit 3: Group Performance	Unit 3: Group Performance	Unit 3: Group Performance	Unit 2: Developing Skills and Techniques in the Performing Arts
	Assessment		January External Exam	Milestone 1	Milestone 2 and 3 (Performance)	Milestone 4 Resit of Unit 1	
Y13	Curriculum	Unit 2: Developing Skills and Techniques in the Performing Arts	Unit 2: Developing Skills and Techniques in the Performing Arts	Unit 2: Developing Skills and Techniques in the Performing Arts	Optional Units	Optional Units	
	Assessment	Learning Aim A	Learning Aim A and B	Submission of Unit 2 Portfolio	Internally assessed portfolio submission	Internally assessed portfolio submission	