



Longridge High School

Curriculum Intent Drama



THE BAY
LEARNING TRUST

1. Vision & Purpose

- Drama at Longridge High School aims to inspire creativity, self-expression, and confidence in every pupil. It provides a safe and stimulating environment where pupils can explore ideas, emotions, and issues through performance. Drama fosters teamwork, empathy, and resilience, equipping students with essential life skills as well as preparing them for further study and careers in the arts and creative industries.

2. Ambition for All Learners

- Drama is inclusive and accessible to all pupils. Lessons are designed to support pupils of all abilities, including SEND and disadvantaged learners, through differentiated tasks and supportive group work.
- The curriculum encourages every pupil to develop confidence, communication skills, and cultural awareness.

3. Knowledge & Skills Development

Pupils will:

- Develop performance skills including voice, movement, improvisation, and characterisation.
- Learn about dramatic conventions, stagecraft, and technical elements.
- Explore a wide range of plays, practitioners, and styles of theatre.
- Build critical and analytical skills by evaluating their own and others' performances.
- Gain transferable skills such as teamwork, creativity, confidence, and problem-solving.

4. Sequencing & Progression

- KS4: Pupils follow the GCSE Drama specification, deepening knowledge of theatre practitioners, scripted and devised performance, and written analysis of live theatre.

5. Literacy, Oracy & Vocabulary

- Drama explicitly develops oracy through performance, debate, and collaborative discussion.
- Pupils learn and use subject-specific vocabulary (e.g. proxemics, gesture, monologue, subtext).
- Reading and interpreting scripts develops literacy, while written evaluations and reviews strengthen analytical writing skills.
- Pupils learn how to write scripts and develop their literacy skills.

6. Enrichment & Cultural Capital

- Pupils experience live theatre trips with the music department, broadening horizons and cultural capital.
- Pupils also have opportunities to take part in school productions, drama clubs. This highlights their talent and develops confidence and pride.

7. Cross-Curricular Links & Real-World Relevance

- Links with English (Literature, script analysis), History (historical context of plays), Music and Art (performance design), and PSHE (empathy, communication, resilience).
- Prepares pupils for careers in the performing arts, media, law, teaching, event management, and public speaking.
- Builds life-long skills in teamwork, communication, and confidence in front of others.

8. Safeguarding & Online Safety (if applicable)

- Drama lessons provide a safe space for self-expression, with clear boundaries to ensure respect and inclusion.
- Sensitive themes are managed carefully, with emphasis on wellbeing and safeguarding.

9. Assessment & Impact

- Formative assessment takes place through rehearsals, performances, and teacher feedback.
- Summative assessment uses GCSE criteria at KS4, focusing on performance, devising, and written analysis.
- Impact is measured through pupils' confidence, creativity, teamwork, and engagement in enrichment activities, as well as academic outcomes.