


PADGATE ACADEMY

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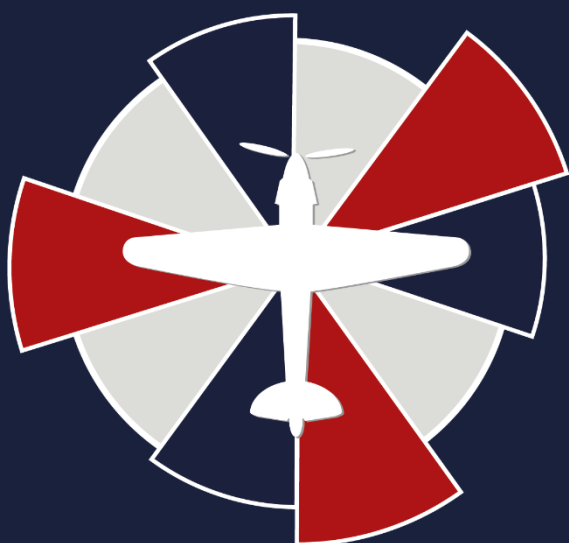
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Principal: Mr A McMillan Bsc (Hons)

Performing Arts - Drama





Drama at Padgate Academy

Vision

The Drama department is fundamentally centred on student engagement and passion for the performing arts. It creates a vibrant, inclusive environment where students are encouraged to express themselves creatively, explore ideas confidently, and immerse themselves in the collaborative process of making theatre. By fostering a culture of enthusiasm and curiosity, the department supports students in developing not only their performance abilities but also their confidence, empathy, and communication skills.

Curriculum Intent

At the core of the Drama curriculum is the development of practical skills, underpinned by a strong understanding of the theoretical principles behind performance. Students are introduced to key theatre practitioners such as Stanislavski, Brecht, Artaud, and Frantic Assembly, enabling them to apply a range of styles, methods, and approaches in their own work. This theoretical foundation enriches their performances and deepens their appreciation of theatre as an art form.

Students engage with a wide variety of activities to ensure a broad and balanced experience. Scripted work allows them to interpret text, understand characterisation, and bring written stories to life on stage. Devising theatre from stimuli encourages creativity, critical thinking, and collaboration, while explorations in physical theatre help students expand their physical vocabulary and understand how movement can be used powerfully to communicate meaning.

Peer and self-assessment are embedded in the learning process to help students reflect critically on their work and the work of others. These strategies promote a supportive classroom culture where students feel empowered to take risks, give constructive feedback, and act on advice to improve their performance skills and creative choices.

Success criteria are clearly defined and play a vital role in ensuring students know what is expected of them. They provide a roadmap for learning, allowing students to measure their progress, identify areas for development, and celebrate their achievements. Through consistent use of success criteria, students develop a sense of ownership over their learning and are better equipped to thrive in both practical and written elements of the subject.

Ultimately, the Drama department is committed to developing well-rounded, expressive, and reflective young performers who are passionate about theatre and confident in their abilities.

Implementation

Our Drama curriculum is carefully structured to ensure progression across all Key Stages. Students experience a broad range of activities, including improvisation, scripted, study of plays, practical and written tasks



Key elements of implementation include:

- Sequenced curriculum plans that build on prior knowledge and develop deeper understanding and application.
- A strong focus on inclusive pedagogy, ensuring all students are supported and challenged.
- Encouragement of student voice, oracy and independence through collaborative learning and reflection.
- A thriving extracurricular programme that supports participation and talent development, including lunchtime and after-school clubs.

Impact

The Drama curriculum has a profound impact on a student's personal and academic growth. It enhances communication skills, creativity, and critical thinking by encouraging students to explore different perspectives and express ideas in imaginative ways.

Drama promotes self-confidence as students perform in front of others and collaborate in groups, building teamwork and leadership abilities. It also supports emotional development, helping students better understand themselves and others through role-play and storytelling. Overall, drama education nurtures well-rounded individuals by blending artistic expression with essential life skills.

Character Development through PE

Participating in the performing arts significantly impacts students' character development by fostering confidence, empathy, and discipline. Through a range of Drama activities students learn to express themselves, work collaboratively, and appreciate diverse perspectives. Rehearsing for performances teaches responsibility, time management, and perseverance, while embodying different roles cultivates emotional intelligence and compassion. These experiences not only enrich creativity but also build resilience and self-awareness, shaping well-rounded individuals who can connect meaningfully with others and navigate challenges with poise.

Enrichment & Cultural Capital

At our school, we offer a vibrant selection of extracurricular activities that allow students to explore their interests and showcase their talents. One of the highlights is our annual school musical, which involves weekly after-school rehearsals and additional lunchtime practices to ensure a polished performance. For students passionate about music, lunchtime band practice provides the perfect opportunity to develop their skills and collaborate with others. We also take pride in performing at Parr Hall, giving students the chance to experience a professional performance environment. Additionally, our AMPED UP music show is a highly anticipated event that celebrates student talent across all year groups, making extracurricular involvement both exciting and rewarding.

The Performing Arts Department at our school has developed a vibrant and inclusive programme, enriched by the provision of peripatetic music lessons. These specialist one-to-one and small group instrumental sessions have had a particularly positive impact on pupil premium students, many of whom are receiving subsidised or fully funded tuition. Access to these lessons has helped bridge the opportunity gap, enabling disadvantaged students to



explore their musical talents, build confidence, and participate in school concerts and ensemble performances. For students whose families pay for lessons, the programme continues to offer high-quality musical development, encouraging long-term commitment and progression through graded exams. Across both groups, the peripatetic provision is fostering a culture of aspiration, discipline, and creativity, while also contributing to improved engagement and achievement across the broader curriculum.

Careers and Next Steps

We ensure students are aware of the possible opportunities after completing their BTEC in Performing arts by taking them to see other colleges performances from Priestley to Cronton. We expose them to other traits within the performing arts such as technical and set design.

Even for students who don't pursue a performance-based career, BTEC Performing Arts equips them with valuable skills like teamwork, public speaking, creativity, problem-solving, and emotional intelligence — all of which are beneficial in sectors like education, media, marketing, customer service, and beyond.