

Departmental CEIAG Plan 2023-24 - Drama

	Activity	Outcome
All	Careers Board	The Drama department has a careers/ industry display in the classroom, accessible to all, showcasing possible careers for those who follow a Drama pathway.
	Careers Week	All subjects will participate in Careers week, delivering CEIAG information as part of lesson content such as qualifications required, skills required, job description, salary and career prospects. Pupils here are directed to our school Careers Advisor.
	School Productions	Pupils are introduced to and exposed to multiple roles – such as acting, singing, dancing, set design, backstage, hair/make up – in order to give them a full and realistic view of career opportunities therein.
	Theatre Trip	Pupils immerse themselves in the routines and atmosphere of a theatre venue, such as the Palace Theatre with meaningful and relevant potential career opportunities embedded here as part of their visit experience.
	Workshops	Pupils are given the opportunity to work with industry professionals. Gaining knowledge and insight into what it would be like within that chosen career. Pupils are also given the opportunity to discuss the industry and ask questions on how to get into the industry, what it is like, qualifications needed, physical and mental ability and the reality of the industry.
	Dance Club	A weekly lunch time club which allows different styles of dance that would be used within the industry also allowing discussion about the industry and the career paths.
	Summer Arts Festival	Pupils are introduced to and exposed to multiple roles – such as acting, singing, dancing, set design, backstage, hair/make up. Pupils devise their own performances in order to give them a full and realistic view of career opportunities therein.
	Apprenticeship Information	Posters are displayed and referenced in the Drama classroom in order to signpost pupils to such as Broadcast Production Engineer, Camera Prep Technician and Props Technician as future career opportunities.
	Further Education Board	Information on further education and their Alumni is displayed within the Drama classroom in order to signpost pupils and to create discussion on careers after education.

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Year 7	<p>Techniques</p> <p>Acting through Dance</p>	<p>Unit of work to highlight why actors would use such techniques within performance understanding the role and their responsibility as a performer.</p> <p>Unit of work specifically looking at a Musical Theatre performer and their responsibility to create a character for the audience and the stamina they would need, inspiring pupils to understand that the job role is more complex.</p>
Year 8	Performing Arts Industry	<p>Unit of work to understand the roles and responsibilities within the Performing Arts Sector and what qualifications are needed to achieve these roles within the industry. Think and talk like a Designer within the industry.</p>
Year 9	<p>Practitioners</p> <p>Musical Theatre – Voice</p>	<p>Unit of work to highlight the different styles of acting beyond what pupils may have initially thought and the seek to inspire pupils by their understand of the context in terms of the career paths of some of the performers and practitioners.</p> <p>Unit of work to emphasise the importance of the voice and how to care for it like a professional allowing discussion around the importance of health within the industry and the level of care needed.</p>
Year 10	<p>Component 1 - Exploring the Performing Arts</p> <p>Component 2 - Developing Skills and Techniques in the Performing Arts</p>	<p>Pupils develop their understanding of the performing arts sector by examining the work of performing art professionals and the processes used to create performance. Pupils will understand the requirements of being a performer and designer within the industry.</p> <p>Pupils will be given a scenario where they are to prepare for an audition (actor, dancer or designer) The Company indicates that they want to know that pupils can cope with the demands of professional work and therefore pupils design, acting or dance should be developed from professional repertoire and the requirements of a professional production.</p>
Year 11	Component 3 Responding to a Brief	<p>Pupils will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus. Pupils will need to consider Their target audience and to start the creative process by using the stimulus included in the brief. This component allows pupils to engage it the creative process from start to finish that would take place within the industry, exposing them to many roles.</p>