Personal Statement

Drama is a medium which is dependent on the artistic creation of imagination and creativity. I was fortunate enough to be inspired by educators who promoted a love of the subject through experimentation and risk taking. This developed my own confidence and self-growth throughout Secondary Education. Furthermore, studying a recent module of Drama in Education has further enhanced my academic and pastoral skills through school based placements and performances. I hope to inspire my own pupils through the artistic ability to explore various styles and techniques by training to be a teacher.

I have always endeavoured to broaden my studies to further my knowledge and experience to become a Drama specialist. Prior to studying Theatre and Professional Practice at University, I studied at The Birmingham Ormiston Academy specialising in Acting. Throughout my two years at BOA, I was involved in various full scale productions and participated in numerous professional workshops. The academic modules of the course also provided a refreshing counterbalance to practical activities. My experiences at BOA enriched my networking skills as a student within the ARTS as I was privileged to collaborate with The Birmingham Repertory Theatre on a range of projects. These opportunities have not only enhanced my subject knowledge but assisted the transition between College and University.

Studying at Coventry University has been a truly rewarding experience. I have been fortunate enough to supplement my knowledge of various practitioners and professional companies through a range of practical modules including, voice training, acrobatics, movement and mine. Through studying a professional theatre course, I have also been given training in additional production disciplines such as lighting, sound, set/costume design and stage management. This I feel, is a valuable attribute to hold especially when teaching Performing Arts and promoting the value of organisation, reliability and responsibility to student’s across all key stages.

In addition to Academic studies, I was chosen as one of the seven students from Coventry University to participate in a week long intensive course in Estonia. The course focused on utilising Trestle Masks; collaborating with students from different Nordic countries and enhancing my international experience of working with EAL pupils. Over the week, I was required to fully utilise my communication and listening skills to overcome language barriers to create a performance to which we presented to the general public. Furthermore, I have also travelled to Copenhagen to research Theatre and Culture. During my visit, I met the director of ‘The Black Rider’ performed at the famous Betty Nelson Theatre. This further enhanced my subject knowledge of cultural styles and techniques relating to expressionist theatre. Last year I visited Germany for the 25th Anniversary of the Berlin Wall. It was here that I witnessed the Berliner ensemble performance based on Physical Theatre. Having the opportunity to travel and experience other cultures has expanded my perspective of creativity in Europe and I would love to create a scheme of work evidencing this cultural practice in the near future.

As a Drama student I have gained a variety of skills; including interpersonal and academic attributes which are essential to communicate and educate students. I have had the opportunity to work with The Asian Youth Theatre at The Belgrade Theatre supporting and collaborating with pupils and planning and delivering practical workshops. Most recently, I
have undertaken a range of school based placements across all key stages. These school based experiences include being a reading mentor at Radford Primary School; promoting high standards of literacy and articulacy in English and working within the Drama and Performing Arts departments at Sidney Stringer Academy and Ernsfiled Grange Secondary School. These valuable experiences have enhanced my teaching skills as well as setting a theoretical grounding in the Education system and its curriculums. Positive pupil and teacher responses from my placements have further inspired my desire to teach and provided me with a range of skills which I feel can transfer to teaching training if given the opportunity.

I hope to supplement my past teaching knowledge and rewarding practical experiences within the Drama field through a PGCE course. My voluntary commitment to working with the younger generation demonstrates that I am motivated to promote a love of Drama to others. My practical and theoretical experience through College and University will ensure I continue to apply myself professionally throughout teaching training.