



***‘Great theatre is about challenging how we think
and encouraging us to fantasise about a world we aspire to’***

Drama is a dynamic practice that introduces students to a world of wonder and experimentation. It encourages them to continue questioning, exploring and teasing out new ideas and ways of living and thinking. Drama is about *creating and making, exploring and responding* in the search of our true selves and meaningful connections with others and the world around us. It fosters empathy, tolerance and confidence, allowing students to discover self-worth. It develops knowledge of professional theatre-makers, techniques of devising their own work and development of their personal acting skills.

Through a study of Drama we aim to develop students who;

- Will learn how to create theatre, including: developing their own personal acting style, designing and operating theatrical elements such as lighting, set, costume and sound.
- Have increased self-esteem and confidence, learning the skills of listening, negotiating and communicating.
- Have an expanded cultural awareness and who are able to celebrate difference and diversities. They will discover ways to make change.
- Are empathetic and aware of their own identity.
Drama opens up new dimensions of emotional experiences.
- Have an increased ability to think creatively, imaginatively and divergently.
Drama teaches students how to become critical consumers, rather than just passive viewers.
- Will develop their higher order thinking skills. Drama will require students to view things from multiple perspectives, allowing them to synthesise and evaluate information at a much higher level.
- Will learn *how to be* creative and will express this creativity in a variety of ways.
- Will learn how to collaborate with a team effectively - a precious and important skill.
Drama is full of complex group dynamics and team building exercises.
Drama helps students learn how to respond to others’ viewpoints or actions in a safe and fun environment. The relationships they form may develop into long-lasting friendships and professional dynamics.
- Will become better writers and therefore increase literacy and numeracy skills, through script writing, performance analysis and creative writing exercises.
- Will learn how to give feedback and take on board feedback. Students will offer constructive feedback and think critically and positively about their own and others’ performances.
- Will learn how to excel in public speaking and presenting.
- You will learn how to research information online and offline and therefore gain the ability to evaluate the reliability and credibility of different information sources.

Will learn how to be persistent and to learn from failures as well as successes. They will work independently and take ownership over their work, helping to build resilience.



KS3 Drama Curriculum Overview (Year 7 & 8)

At KS3 we teach Drama to all students in Year 7 for one hour per week. These lessons are delivered by a specialist team of teachers. We aim to foster creativity and enjoyment of the both creating original drama and working from scripts.

YEAR 7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Introduction to Drama and Mime	Horror	Titanic	Hansel & Gretel	Where's Sam?	Small Island
KEY CONCEPTS	Performance conventions Physical skills Over-exaggeration	Tension Atmosphere and genre Technical elements	Research Using a historical event as a stimulus	Script work Physical and vocal skills Performance conventions	Improvisation Monologue Physical and vocal skills	Current affairs Script work Devising skills
ASSESSMENT	End of topic performance and feedback task	End of topic performance and feedback task	End of topic performance and feedback task	End of topic performance and feedback task	End of topic performance and feedback task	Year 7 Examination: 50 minute written paper on key terms and acting skills



KS4 Drama Curriculum Overview (Year 9, 10 & 11)

GCSE Drama is studied in Years 9, 10 and 11. We follow the OCR specification, which is an exciting and relevant course that explores devising original drama, exploring scripts and understanding and appreciating key drama texts and professional theatre. The course is designed to be engaging and provide pupils with valuable and useful skills that will aid them in their lifetime and the world of work, whether in the arts industry or not. The course encourages students to reflect on their own work and the work of others, both peers and professionals.

YEAR 9

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Grenfell	Introduction to practitioners	Theatre is not just about acting	Chatroom	9/11	Comedy and PPE preparation (Live Theatre Evaluation)
KEY CONCEPTS	Building characterisation through looking at political and social events that have affected our society.	An introduction to new practitioners through research and practical exploration of their techniques	Exploring Technical Theatre including: lighting, sound, costume, set, make-up, and props	Tackling the issue of cyber-bullying through studying 'Chatroom' by Enda Walsh. Developing devising, script work and performing skills	Devising using the historical event of 9/11 as a stimulus	Teaching the fundamentals of comedic performance Written exam technique through watching professional theatre
ASSESSMENT	No formal assessment	End of unit performance	End of unit performance	End of unit performance	End of unit performance and mini portfolio	End of unit performance PPE: Section B

YEAR 10

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Devising Project	'Find Me'		Devising Exam		
KEY CONCEPTS	A shorter unit that follows the structure of the OCR devising unit, preparing students to tackle this large unit	Studying the OCR Drama set text 'Find Me', both practically and theoretically, preparing them for the PPE for Section A of the written paper		One of the largest units of the course, students will take a stimulus and devise their own original performance in groups		
ASSESSMENT	End of unit performance and mini portfolio	Exam questions PPE: Section A		Devised Performance Exam Portfolio Marked internally, moderated externally 30% of overall GCSE		



DRAMA



YEAR 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Scripted Exam		Live Theatre Evaluation and Exam Preparation	Written Exam Revision		
KEY CONCEPTS	Students in groups, staging a performance from a given script Focus on characterisation and execution of performance in exam		Trip to see a live production and preparation for Section B of the written exam	Revisiting all elements of the written paper to prepare for the exam		
ASSESSMENT	Scripted Performance Exam Concept Proforma Marked by visiting external examiner 30% of overall GCSE		Practice Exam Questions PPE Section B	Exam questions from Section A and Section B Walking talking mocks Final written exam 40% of overall GCSE		



KS5 Drama Curriculum Overview (Year 12 & 13)

A level Drama is studied in Years 12 and 13. We follow the OCR Specification that builds upon the skills learned at GCSE. It also encourages students to apply their knowledge and understanding to current social, cultural and political issues, making it relevant for them in the 21st century. The course develops the students' knowledge of theatre history, through a study of a range of play texts from different time periods. This course provides the gateway to further study of Drama at University or many fields of work where the skills developed provide invaluable skills for future employees. We aim to grow tolerant and aware students.

YEAR 12

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Practitioner Re-cap	Devising Exam		'Frankenstein', 'Love of the Nightingale' and 'Antigone' study		Written paper exam preparation
KEY CONCEPTS	Introduction to new practitioners and also delving deeper into their knowledge of previously learned practitioners	Taking a play script and using it as a basis to devise a performance, incorporating the influence to two theatre practitioners		In depth study of the set texts for both papers, looking at the themes, characters, and social, cultural, historical and political context. Enabling students to form a directorial perspective		
ASSESSMENT	No formal assessment	Devising Performance Exam Portfolio Research Report Marked internally, moderated externally 40% of overall A-Level		Exam questions		Walking talking mock PPEs Paper 1: Section A Paper 2: Question 1

YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Scripted Exam		Live Theatre Evaluation and Exam Preparation	Written Exam Revision		
KEY CONCEPTS	Students in groups, staging a performance from a given script. Focus on characterisation and execution of performance in exam		Trip to see a live production and preparation for Section B of the written exam	Revisiting all elements of the written paper to prepare for the exam		
ASSESSMENT	Scripted Performance Exam Concept Proforma Marked by visiting external examiner 20% of overall A-Level		Practice Exam Questions PPE Section B	Exam questions from both Paper 1 and Paper 2 Walking talking mocks Written Exams 40% of overall A-Level		



Enrichment Activities

As a department, we value the impact of enrichment opportunities hugely. We see the impact of our extra-curricular activities upon our students through the way they build confidence, a sense of responsibility and allow them to form lasting friendships. They also provide them with the opportunity to socialise with a wide range of students from different year groups and look up to role models. We run 3 large-scale, successful productions a year. These include: the Lower School Production open to students in years 7 – 9; the Upper School Production open to students in years 10 – 13; and the Whole School Production open to all years. We also run a whole school musical every two years in collaboration with the music department.

We run a number of popular trips throughout the course of the year. In the past, we have run a pantomime trip to the local Hexagon Theatre, musical trips to London and also a variety of trips for GCSE and A Level Drama students which introduce them to cutting edge, modern theatre.

We run a successful Year 8 Drama club at lunchtimes, which allows them to experiment with theatrical techniques and develop their acting skills further. They have the opportunity to showcase their work to both staff and their peers.

Within all our enrichment activities, sixth form students have the opportunity to direct productions and run drama groups, giving them invaluable opportunities to develop skills that are well regarded by employers and universities, that will stand out on their CVs and UCAS applications.