

Drama

Key stage 3.

The drama curriculum at Key Stage 3 mirrors the GCSE course, ensuring that students get a balanced curriculum full of rich theory based written work and opportunities to perform practically. Each year group will also get the opportunity to explore technical theatre aspects, including: costume, sound, set design and lighting- the four key technical areas that are studied at GCSE. As students progress into the latter years of Key Stage 3, they are introduced to extended writing techniques enabling them to define and explain their acting style choices, and identify the reasons for their performances.

Year 7

- **Introduction to Greek theatre:** An introduction to drama starting with Greek theatre. Students begin to learn the basics surrounding physicality and voice.
- **Pantomime:** Focusing on physicality, pantomime is an introduction to Brechtian theatre which is studied in greater detail in year 8.
- **Shakespeare:** Students develop an understanding of traditional texts and traditional theatre conventions. This benefits them in other departments such as English.
- **Radio drama:** A dive into the vocal aspect of drama. Students focus on how to use their voice in order to correctly portray character, emotion and begin to think about what this communicates to the audience.

Year 8:

- **Naturalism:** Students begin to focus on practitioners, looking at Stanislavski and naturalistic acting for the first half term.
- **Non-naturalism:** Students begin to revisit the work from year 7 and begin looking at the basic principles of Brechtian theatre.
- **Scripted work:** Students begin to study scripted work in groups, looking at and focusing on the structure of scripts.
- **Introduction to technical theatre:** Students' first look at sound, lighting and set and the impact it has on performance.
- **Brecht:** A deeper dive into the theatre practitioner Bertolt Brecht and the key elements of a Brechtian style performance.
- **Blood Brothers:** Culminating all their previous learning, students study a scripted text- *Blood Brothers*- and begin to think about how both design elements and performance skills combine in theatre.

Year 9:

- **A Monster Calls:** As a parallel to GCSE Drama, students study and analyse a set play text that they will have to perform with, and use technical design elements for.
- **Shakespeare:** Students develop an understanding of traditional texts and traditional theatre conventions. This benefits them in other departments such as English.
- **Documentary theatre and verbatim:** Moving slowly into devising theatre, students workshop a variety of different theatre styles to create a stunning piece of theatre,

and are encouraged to reflect and evaluate their choices.

- **Scripted work:** Culminating all their previous learning, students study a scripted text and use prior knowledge to think about how both design elements and performance skills combine in theatre.

Key stage 4:

The Key Stage 4 curriculum is based on the Edexcel Theatre Makers in Practice GCSE exam that the students take throughout the two year course. During this course, students explore theatre through scripted extracts and devising for practical work, and live theatre evaluation and performance reflection and evaluation of their own work.

Edexcel: *Theatre Makers in Practice* (*Paper code: 1DR0/3A or 3B)

Year 10:

- **Component 1:** Create and develop a devised piece of theatre from a stimulus. Students will then analyse and evaluate their performance in a piece of coursework submitted as a portfolio.
- **Component 3:** Students will be studying *The Crucible* as the set text for their written exam. They will begin exploring context, design and characters throughout the first year of the course.

Year 11:

- **Component 2:** Students will either perform in and/or design for two key extracts of a performance text. This is externally assessed by a visiting examiner.
- **Component 3:** Students will complete a practical exploration and study of one complete performance text. This exam is broken down into two sections:

Section A: Bringing texts to life

- This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.

Section B: Live theatre evaluation

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.