

# Drama

## Overview of the Curriculum

### **Key Stage 3 (Years 7, 8 & 9)**

In Drama, we try to build students' skills through a balance of repetition and discovery. At Key Stage 3 our schemes of work reflect this as similar skills may be revisited in a new and often more detailed way. We use a wide variety of lesson styles and all our schemes are designed to be adapted to teachers' styles and strengths. A student who leaves Drama at the end of Key Stage 3 will have developed subject knowledge and also have learned the 'soft skills' that will help them in all aspects of life.

### **Drama GCSE - Key Stage 4 (Years 10 & 11)**

At GCSE, we follow the OCR exam board specification. We believe this GCSE course is best suited to our students as it reflects the department's way of teaching at Key Stage 3. The set text we teach (Find Me by Olwen Wymark) draws on techniques we have studied throughout Key Stage 3, whilst offering students the opportunity to study a text with a more (age appropriate) 'adult' theme. The practical elements are sufficiently wide ranging to allow our students to have a sense of creative freedom, particularly in the devising component of the course. Our course is structured in a modular way, with the knowledge and skills for the written components developed throughout the course. We believe this approach helps the students understand the theoretical elements and make links between different areas of the course. For example, students consider how the practical use of lighting in the 'live theatre' section of the course can scaffold their knowledge for the 'Find Me' paper.

A number of students who leave the subject after GCSE go on to study vocational courses in Drama in various post-16 settings. We believe that through their GCSE experience we have set them up well for their next period of learning, as well as hopefully imbuing them with a lifelong love of the subject.

### **Drama & Theatre A Level - Key Stage 5 (Years 12 & 13)**

Edexcel is our preferred A Level course provider because their choice of set texts is wide and preferable to our department. We believe that throughout all key stages, staff should be passing on their passion for texts to the students and our staff can do this with the texts offered by Edexcel. As above, our experience is that the wide range of choice of practitioner study allows our students the opportunity to discover their passion for the subject in a non-prescriptive way.

Our students often decide to study courses at university or Drama schools that are subject specific to Drama. We feel that our students leave us not only with a lifelong love of our subject, but with a skill level and understanding that will fit them well for any further study or work in the industry.

## **SMSC in Drama**

Spiritual development in Drama is nurtured through opportunities for self-expression, imagination and the exploration of human experience. Students are encouraged to engage with themes such as identity, morality, belief and emotion through performance and devised work. Drama enables students to reflect on their own values, question the world around them and experience a sense of wonder and empathy by stepping into the lives of others. Through the creative process, students can express their inner thoughts and feelings in a safe, supportive environment.

Moral development in Drama is fostered through the exploration of ethical issues and dilemmas within scripts, improvisations and devised performances. Students are given the chance to examine different perspectives and consider the consequences of actions in both fictional and real-life scenarios. Drama encourages critical thinking about right and wrong, justice and responsibility. Students learn to respect different viewpoints, reflect on the impact of decisions and explore the complexities of human behaviour in a variety of social and cultural contexts.

Social development in Drama is central to the collaborative nature of the subject. Students work in groups to create, rehearse and perform, developing skills in communication, cooperation, leadership and conflict resolution. Drama provides a platform for students to build trust, take responsibility and support one another in both practical and reflective work. By engaging in group discussions, feedback sessions and ensemble work, students develop confidence and respect for the contributions of others, gaining a greater understanding of group dynamics and social interaction.

Cultural development in Drama is achieved through the study and performance of plays and performance styles from a wide range of historical periods and global traditions. Students explore how different cultures express values, beliefs and social issues through theatre. This helps them to understand and appreciate cultural diversity and recognise the universal power of storytelling. Through the examination of world theatre, students are encouraged to broaden their horizons, challenge stereotypes and consider how cultural identity can be explored and represented on stage.

Examples of Spiritual, Moral, Social and Cultural development in Drama include:

- Spiritual growth: Self-expression, self-awareness, empathy, and exploration of identity and belief through performance.
- Moral growth: Engaging with ethical dilemmas, exploring right and wrong and developing critical thinking about values.
- Social growth: Building teamwork, communication, leadership and respect through collaborative drama activities.
- Cultural growth: Experiencing diverse traditions, histories and worldviews via global theatre and varied performances.
- Enrichment at Parmiter's: Drama clubs, co-curricular provision across all key stages, diverse subject matter, Fringe festival involvement, theatre trips and the Edinburgh Fringe trip.

## Overview of schemes of work at each key stage

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| <p><b>Key stage 3</b></p> <p>In Key Stage 3, students learn and develop their skills through a variety of genres and styles of Drama.</p> <p><b>Areas developed throughout Years 7-9:</b></p> <ul style="list-style-type: none"> <li>● Performing and responding</li> <li>● Developing vocabulary</li> <li>● Understanding of conventions and skills</li> <li>● Collaboration</li> <li>● Developing confidence</li> <li>● History and subject knowledge</li> <li>● Analysis and evaluation</li> <li>● Retention of Knowledge</li> </ul> <p><b>Year 7 units</b></p> <ul style="list-style-type: none"> <li>● Introduction to Drama</li> <li>● Storytelling</li> <li>● Haunted House</li> <li>● Stimulus</li> <li>● Superheroes</li> <li>● Conventions</li> </ul> <p><b>Year 8 units</b></p> <ul style="list-style-type: none"> <li>● TV and Radio</li> <li>● Commedia</li> <li>● Comedy</li> <li>● Physical Theatre</li> <li>● Meaning in Drama</li> <li>● Roleplay</li> </ul> | <p><b>Key stage 4</b></p> <p>A significant part of the GCSE course is the understanding and creation of practical drama. This relates to the areas of study:</p> <ul style="list-style-type: none"> <li>● Devising Drama</li> <li>● Studying a text</li> <li>● Evaluating live theatre</li> <li>● Performing a text</li> </ul> <p>Throughout the course, students will develop their skills, knowledge and confidence in:</p> <ul style="list-style-type: none"> <li>● Performing and responding</li> <li>● Developing vocabulary</li> <li>● Understanding of conventions and skills</li> <li>● Collaboration</li> <li>● Developing confidence</li> <li>● History and subject knowledge</li> <li>● Analysis and evaluation</li> <li>● Studying a text</li> </ul> | <p><b>Key stage 5</b></p> <p>The course is essentially a practical one and most lessons involve some type of performing, or related activity. The written elements are based upon practice and candidates are encouraged to employ their own powers of interpretation and expression.</p> <p>The subject content for A Level Drama and Theatre is divided into three components:</p> <ul style="list-style-type: none"> <li>● <b>Theatre Makers in Practice</b>, where students develop their knowledge and understanding of how drama and theatre is developed and performed and analyse and evaluate the live theatre work of others. Students consider: <ul style="list-style-type: none"> <li>○ Live Theatre Evaluation</li> <li>○ Page to stage: Realising a Performance Text.</li> <li>○ Interpreting a Performance Text.</li> </ul> </li> <li>● <b>Devising</b>, where students are assessed practically on their skill in creating and performing devised drama in the style of a theatre practitioner. Students must also produce a portfolio analysing their devised work against the methodology and style of the practitioner.</li> </ul> |
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| <p><b>Year 9 units</b></p> <ul style="list-style-type: none"> <li>● Theatre practices</li> <li>● Real and unreal</li> <li>● Actor audience relationship</li> <li>● Political forum theatre</li> <li>● History of Drama</li> </ul> |  | <ul style="list-style-type: none"> <li>● <b>Text in Performance</b>, where students practically explore and interpret two key extracts from different plays in the style of a theatre practitioner. They will create a group piece and a monologue or a duologue these will be presented to and assessed by an external examiner.</li> </ul> <p>Throughout the course, students will develop their skills, knowledge and confidence in:</p> <ul style="list-style-type: none"> <li>● Performing and responding</li> <li>● Developing vocabulary</li> <li>● Understanding of conventions and skills</li> <li>● Collaboration</li> <li>● Developing confidence</li> <li>● History and subject knowledge</li> <li>● Analysis and evaluation</li> <li>● Studying (two) set texts</li> </ul> |
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