

## Curriculum Intent

### Key Stage 3

Key stage 3 lessons are designed to empower students and enable them to become confident individuals, effective contributors and successful learners.

Year 7 begins with 'An Introduction to Drama' which will equip students with the basic Drama skills and techniques they will develop throughout the key stage. Through these techniques they explore the transition process to secondary school and develop their confidence and teamwork skills as well as the importance of mutual respect.

Lessons in Year 8 and 9 encourage students to use their Drama skills and techniques independently as they explore historical narratives, events in British culture, devising projects and scripts as well as genres and styles within the subject.

Co-curricular opportunities include KS3 Drama Club, trips to London musicals and House Drama, aimed at fostering a love for theatre and performance.

### Key Stage 4

The skills covered in KS3 form the basis of learning in Year 10 and Year 11 and are developed further as the focus shifts to the specific study of theatre practitioners, devising and performing from a script.

Lessons in Year 10 aim to establish a positive working environment and introduce students to key practitioners and new styles of work. The devising skills developed in KS3 are central to the exploration of mock-exam stimuli and students are also prepared for GCSE assessment with a mock scripted performance. Our exploration of the set text, Shakespeare's 'The Tempest' allows students total creative freedom as they practically examine the text and create their own concept of the play.

In Year 11 formal assessment forms the core of the lessons where students are given the opportunity to put all of their experience to the test and create performances that showcase their knowledge and understanding; a devised piece in the style of the practitioner Brecht and an extract of a published script.

Co-curricular and enrichment opportunities include working with an established theatre company in the study of the practitioner Brecht, trips to London musicals and a visit to see the Woman in Black which forms part of the written exam.

### Key Stage 5

Moving into KS5 the early part of Year 12 serves as an introduction to the demands of the course and students are able to explore, extend and consolidate their knowledge and understanding of a range of practitioners as well as establishing a close and confident working relationship between the class.

These skills form the basis of the first component of assessment where students enjoy the freedom of devising their own work, using the techniques of a chosen practitioner and take ownership of the ideas and final outcome. Drawing on skills developed at GCSE, students practically explore 2 set texts and an extract from 'The Curious Incident of the Dog in the Nighttime' and prepare to answer the written paper as a director, designer or performer.

The culmination of A Level study in Year 13 is a final opportunity to showcase the skills developed across the Drama curriculum, as assessment requires students to perform two pieces of their own creation, one devised and again, one from a script. Once again the aim of this work is to provide students with total creative freedom and a sense of ownership and celebration on exam day.

Co-curricular opportunities are numerous and include roles as House Captain or Drama Ambassador. Students are also invited on several trips to the theatre to see inspiring and challenging performances, aimed at supporting their written work and performance ideas.

## Curriculum Implementation

### Key Stage 3

In KS3 pupils have two Drama lessons a fortnight in Year 7 and one lesson a fortnight in Year 8 and 9 in which they develop confidence in vocal and movement skills through group based work.

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>Transition and introduction to Drama Skills</li> <li>Intro to devising</li> <li>Silent movies</li> <li>Noughts and Crosses</li> </ul>	<ul style="list-style-type: none"> <li>Commedia</li> <li>Social Media</li> <li>Blood Brothers</li> <li>Noughts and Crosses (2021/22 only)</li> </ul>	<ul style="list-style-type: none"> <li>Tell Me Why</li> <li>Verbatim Theatre</li> <li>Girls like that</li> </ul>

### Key Stage 4: GCSE

At GCSE students will learn about key theatre practitioners and styles, including Stanislavski and Brecht.

Year 10	Year 11
<p><b><u>Unit 3 Interpreting Theatre</u></b></p> <p>In lessons we will study one of the following texts and answer questions on it as either a director, designer or performer.</p> <ul style="list-style-type: none"> <li>The Tempest</li> <li>The Caucasian Chalk Circle</li> <li>Hard to Swallow</li> <li>War Horse</li> <li>DNA</li> </ul> <p>You will also have ONE question requiring analysis and evaluation of a given aspect of the live production we have seen.</p> <p>This will be examined at the end of Year 11</p>	<p><b><u>Component 1 Devising Theatre</u></b></p> <p>Students will participate in the creation, development and performance of a piece of devised theatre using the techniques of an influential practitioner in response to a stimulus chosen by Eduqas.</p> <p><u>You must produce:</u></p> <ul style="list-style-type: none"> <li>A devised performance</li> <li>Supporting evidence portfolio</li> <li>An evaluation of the final piece</li> </ul> <p><b><u>Component 2 Performing from a text</u></b></p> <p>In this unit you will perform 2 extracts from the same text for a visiting examiner. This is a text that you will select and study, covering the social, historical and cultural context as well as choosing appropriate lighting, sound and costume where necessary.</p>

### A Level

In KS5 we currently offer both Grammar and High School students the WJEC / Eduqas Drama and Theatre syllabus.

#### A Level

##### **Component 1: Theatre Workshop (20%)**

###### **Internally assessed, moderated**

- Produce a reinterpretation of a text
- A creative log

##### **Component 2: Text in action (40%)**

###### **Visiting examiner**

- Text performance
- Devised performance
- Process and evaluation report

##### **Component 3: (40%)**

###### **Written exam**

- Study of 2 complete performance texts and an extract from 'The Curious Incident of the Dog in the Night Time'