



Drama

Curriculum Intent

Key Stage 3

KS3 lessons are designed to build on what learners might have covered at KS2, empower students and enable them to become confident individuals, effective contributors and successful learners. The foundations for study at KS4 are laid and transferable skills developed at every stage.

- Year 7 'An Introduction to Drama and Devising' will equip students with the basic Drama skills and techniques they will develop throughout their Drama journey. Through these techniques learners explore the transition process to secondary school and develop their confidence and teamwork skills as well as the importance of mutual respect and active listening. The techniques covered will be explored and assessed in mini **devised** performances.
- Lessons in Year 8 and 9 encourage students to use their Drama skills and techniques independently as they explore themed work, **devising** projects and **scripts** as well as genres and styles within the subject.

Co-curricular opportunities include KS3 Drama Club, ESU Performing Shakespeare Competition, Joint School Musical with AGS, 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 at GCSE level and are developed further as the focus shifts to include the specific study of theatre practitioners, **devising** from a stimuli, performing from a **script** and reviewing live theatre.

- 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 introduced 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 'Macbeth' 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 create and perform a **devised** piece in the style of the practitioner or company and an extract of a published **script**. By the end of the key stage, students will have the skills and knowledge needed to further their study at KS5, should they choose to.

Co-curricular and enrichment opportunities include working with an established theatre company in the study of the practitioner Brecht, Digital Theatre Club, trips to London musicals and a visit

to see the Woman in Black which forms part of the written exam.

Key Stage 5

The early part of the course serves as an introduction to the demands of the specification, highlighting and closing gaps from non-KS4 learners or external candidates. Content and outcomes are differentiated accordingly.

- 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. The curriculum is designed to prepare learners for further study at university or Drama School but also develops key transferable skills for the whole cohort.
- In Component 1 students enjoy the freedom of **devising** their own work, using the techniques of a chosen practitioner as well as a published **script** and take ownership of the ideas and final outcome.
- Drawing on skills developed at GCSE, students practically explore 2 set **texts** for Component 3 and an extract from 'The Curious Incident of the Dog in the night-time' (Summer 2024) and 'A Monster Calls' (Summer 2025 onwards) 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. Component 2 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. Students are introduced to the two main 'threads' in the AHS Drama curriculum, **devising** and working from a **script**.

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Introduction to Drama and Devising• Greek Theatre• Noughts and Crosses - Script	<ul style="list-style-type: none">• Commedia dell'Arte - Style• Social Media - Themed work• The IT - script	<ul style="list-style-type: none">• Verbatim Theatre - Style• Devising project• Live Theatre Review - Jane Eyre

Key Stage 4: GCSE (Eduqas)

At GCSE students will learn about key theatre practitioners and styles, including Stanislavski, Brecht and Frantic Assembly. We will develop the two main 'threads' in AHS Drama, **devising** and

script work.

Year 10

Introduction to GCSE Drama

- Warm up games, ice breakers and activities aimed at ensuring a smooth transition into GCSE Drama
- Recap aims of **devising** and basic key skills

Preparing for Component 1

- Introduction to practitioners
- Mini-mock **devised** performances increasing in duration and quality

Preparing for Component 2

- Practical exploration of 'DNA' script
- Mini-mock scripted performance of an extract

Component 3 Interpreting Theatre

In lessons we will practically explore the set text 'Macbeth' and answer questions on it as either a director, designer or performer

You will watch a range of live theatre productions and develop review and analysis skills in order to prepare for Part B of the C3 exam paper

This will be examined at the end of Year 11

Year 11

Component 1 Devising Theatre

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.

You must produce:

- A **devised** performance
- Supporting evidence portfolio
- An evaluation of the final piece

Component 2 Performing from a text

In this unit you will perform 2 extracts from the same **script** for a visiting examiner

This is a **script** that you will select and study, covering the social, historical and cultural context as well as choosing appropriate lighting, sound and costume where necessary.

Key Stage 5: A Level (Eduqas)

In KS5 we currently offer both Grammar and High School students the Eduqas Drama and Theatre syllabus. The final stages of the AHS Drama Curriculum consolidate and celebrate and the student's journey, progress and achievements. Components require students to **devise** from a stimuli perform extracts from a **script** and work with both 'threads' in a reinterpretation.

A Level

Component 1: Theatre Workshop (20%)

NEA: internally assessed, externally moderated

Component 2: Text in action (40%)

Visiting examiner

Learners participate in the creation, development and performance of two

<p>Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list.</p> <p>The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.</p> <ul style="list-style-type: none"> • Produce a reinterpretation of a script • A creative log 	<p>pieces of theatre based on a stimulus supplied by Eduqas</p> <ul style="list-style-type: none"> • A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component • An extract from a script in a different style chosen by the learner. • Process and evaluation report
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Component 3: Text in performance (40%)

Written exam

Study of 2 complete performance **scripts** and an extract from ‘The Curious Incident of the Dog in the Night Time’ (last examined Summer 2024). ‘A Monster Calls’ will be examined from Summer 2025 onwards. The majority of this Component is taught at AGS with the exception of ‘Curious Incident.’ / ‘A Monster Calls’. Just as in KS4 learners study all 3 **scripts** practically from the point of view of a designer, director and performer. In addition the Component covers teaching of the social, political and historical context of each text which learners might also be examined on.

Impact

Key Stage 3

- Year 7 SOW consolidated a smooth transition to AHS and developed key transferable skills such as confidence, teamwork and active listening as well as friendship, positive body language and non-verbal communication. Learner strengths and gaps were identified and group work was adjusted accordingly.
- Each year group map included issue based SOW, often real-life stories, which included links to L4L and highlighted British Values.
- SOW across the key stage introduced learners to basic **devising** skills and techniques that will form the backbone of their AHS Drama journey as one of the key ‘threads’ and form part of the GCSE specification. Skills include freeze frame and flashback, poetry, movement and choral speaking.
- All KS3 learners worked with **scripts**, developing character, plot, context and design, the second ‘thread’ in the Drama curriculum.
- In Year 9 the focus was on reviewing and analysing a **performance**, rather than performing it, developing skills for GCSE C3
- Each year group explored a key period and style in the development of theatre, Greek Drama, Commedia and Verbatim.
- Every SOW in KS3 includes either a Career video ‘What’s the point?’ linking the particular skill with a career outside of Drama or a short interview with a professional in the PA industry.

Key Stage 4

- The start of KS4 focussed on successful and smooth transition with group **devising** tasks and small projects to refocus on effective teamwork, listening and confidence. Design skills including lighting, sound, costume hair and make up, set and props were briefly introduced to prepare for C3: Interpreting Theatre.
- Students were introduced to key practitioners, Stanislavski, Brecht and Frantic Assembly and explored the relevant historical, cultural and social context. The corresponding styles of Naturalism, Epic Theatre and Physical Theatre were explored practically and students took part in a practitioner led workshop.
- **Script** work introduced in KS3 was developed with the study of a whole play, 'DNA' and a mini mock performance was performed in preparation for the C2 exam: Performing from a text. This revised the key terms of voice, movement and interaction, introduced in KS3. 'DNA' encouraged students to discuss British Values and the role of identity and belonging.
- A second full **script** was explored practically in preparation for C3: Interpreting Theatre. Students were introduced to the roles of designer, director and performer, building on early work in Year 10. In addition to preparing design ideas for an imagined performance, learners also planned as a director and performer, focussing on voice, movement and interaction, skills covered in the 'DNA' SOW.
- All SOW have Career videos from the PA industry where speakers outline their individual journey from education into the business, the peaks and the pitfalls.

Key Stage 5

Final stages of the AHS Drama journey continuously celebrate and develop skills covered in KS4 and introduced in KS3. This is evident in the increasing quality of work over the two years, with students finishing Year 13 with advanced skills in **devising**, **script** work and theatrical analysis.

They are equipped to further pursue the subject at degree level should they choose it.

All students have benefited from developing the transferable skills that Drama offers.

We are particularly proud of the range of practitioners and theatre companies students have been encouraged to work with, including contemporary British women and female-led companies

All SOW have Career videos from the PA industry where speakers outline their individual journey, the peaks and the pitfalls. Learners are regularly sent information about auditions and preparing for Drama school and students have commented on the high quality of the Drama Careers provision.