



Drama Curriculum 2021-2022

Drama Intent:

Drama is a subject that encompasses a multitude of skills and disciplines from across the curriculum, and is a popular and exciting subject at Studley High School. Not only does Drama teach you about the world of theatre and performance, it also allows you to explore technical theatre and stage design. Drama students develop creativity, confidence, emotional intelligence, and resilience. Drama is the study of creatively exploring the world around you, and teaches students what it means to be human.

Through Drama, students are given the chance to express themselves in ways they might not have been able to before, and gives students the opportunity to flourish and grow in both performance and their personal lives and beyond. Studying Drama at Studley High School, students can expect a well-rounded curriculum exploring the different pathways in Drama.

In Key Stage Three, students will learn how to create both devised and scripted performances as part of a group, and explore a variety of dramatic styles and conventions. Students will explore how Drama has developed through history and how it differs in other cultures, and discover Drama as a form of storytelling and imagination, as well as developing performance skills through vocal and physical expression.

In year 9, Drama students are introduced to the dramatic style of a number of different theatre companies and practitioners, learning how to use their techniques in practical work to move into the style of “non-naturalism” and create more sophisticated performances.

In year 10 and 11, as part of GCSE Drama, students are provided with a stimulus, and work in small groups to devise a 10 minute performance for their first examination-students are encouraged to work creatively and independently, without being directed by their teacher. Students will also prepare two scripted performances for a visiting examiner as well as study “An Inspector Calls” and critique some live theatre in preparation for their final written examination.

Drama Implementation:

Drama is delivered by a number of staff at Key Stage Three, and Mrs Blackford Taylor at Key Stage Four. In Drama lessons, students will be working in groups during most lessons, and will learn how to negotiate and be a leader as well as part of a team to create their



performances. Students will also develop the ability to self and peer evaluate, as well as reflect on their performances through small written tasks. Students will develop a range of skills in planning, rehearsing and performing work.

At Key Stage Four, academic written skills are highly developed, as students are required to write a devising portfolio, analyse and evaluate live theatre and understand how to approach exam questions. To support their studies, students will be given the opportunity to see live theatre throughout the year, as well as our popular Drama club and Musical Theatre club, often run by our older students.

Student's individual progress is extremely important in their performance and academic abilities, and GCSE outcomes are positive within Drama. Students are assessed on their ability to work as a group, create, rehearse and finesse performance work, and their ability to evaluate and reflect. Student's progress is measured through a variety of means, including performance skills, evaluation and analysis skills, creating and rehearsing work and understanding of Drama conventions and terminology. The Drama curriculum is exciting and engaging, and has ample opportunity to allow students to be continually assessed through questioning, observation, and formative and summative assessment.

Drama Impact:

Drama is a popular subject at Studley. Students learn a variety of skills, namely focusing on performance, collaboration and creativity, and evaluation. The transferable life skills that students develop in Drama are equally valued-communication, leadership, empathy, problem-solving, an understanding of the world around them and resilience, just to name a few. These skills are important for any career, not just the arts, and will enable students to further develop into well-rounded individuals.

The skills that are developed in Drama are needed for most further education courses and will aid students to achieve their full potential in their chosen path. Students are motivated and enthusiastic, and results for GCSE Drama have a consistently high pass rate.

Uptake for the school musical and drama clubs are successful, due to the engaging and exciting curriculum and passion for the subject. This helps students in terms of their communication, socialising and wellbeing as well as developing key skills.



	Autumn Term		Spring Term		Summer Term	
	7 weeks	7 weeks	6.5 weeks	6 weeks	5 weeks	7 weeks
Year 7 1 hour per week	Introduction to Drama Intro to basic Drama techniques and performance skills. Skill focus: confidence, physicality, FTA and SIR	Matilda Introduction to more advanced Drama techniques and vocal work Skill focus: terminology, vocal skills, evaluating	Theatre through the Ages Exploring theatre throughout different points in history Skill focus: scripted/devised work, historical drama, style and genre	Theatre from around the world Student will explore cultural differences in theatre all over the world Skill focus: devised work, exploring mime and exaggeration	Harry Potter/Physical Theatre Exploring different styles of physical theatre using a well-known story Skill focus: physical theatre, storytelling	Short Scripts Text into performance, exploring the role of director and designer as well as performer Skill focus: learning lines, performing from a script, practical design workshops
	Assessment Point: Formally assessed group performance, peer and self assessment throughout	Assessment Point: Formally assessed group performance, peer and self assessment throughout	Assessment Point: Formally assessed group performance (choice of era), peer and self assessment throughout	Assessment Point: Formally assessed group performance (choice of country), peer and self assessment throughout	Assessment Point: Formally assessed group performance (tale of three brothers), peer and self assessment throughout	Assessment Point: Formally assessed scripted performance OR design, peer and self assessment throughout



<p>Year 8</p> <p>1 hour per week</p>	<p>Darkwood Manor</p> <p>Understand how devices and techniques produce dramatic effects</p> <p>Explore imagination through devising</p> <p>Skill focus: Develop repertoire of drama techniques and their vocabulary</p>	<p>Silent Movie</p> <p>Explore a range of key skills, focusing on mime and slapstick</p> <p>Students will learn how to act without relying on their voice.</p> <p>Skill focus: mime and slapstick</p>	<p>Devising from a stimulus</p> <p>Develop practical skills in preparation for GCSE, exploring from stimulus.</p> <p>Skill focus: Develop key terminology.</p> <p>Build self-reflection</p> <p>Explore evaluative skills when developing performance material</p>	<p>Storytelling</p> <p>Understanding a number of storytelling techniques</p> <p>Skill focus: Exploring non-naturalistic acting in preparation for GCSE</p>	<p>The Terrible Fate of Humpty Dumpty</p> <p>Text into performance, the study of an entire play text, understanding plot, theme and character, intro to design elements, Scripted Performances</p> <p>Skill focus: learning lines, performing from a script, practical design workshops</p>
	<p>Assessment Point:</p> <p>Formally assessed group performance, peer and self assessment throughout</p>	<p>Assessment Point:</p> <p>Formally assessed group performance, peer and self assessment throughout</p>	<p>Assessment Point:</p> <p>Formally assessed group performance, peer and self assessment throughout</p>	<p>Assessment Point:</p> <p>Formally assessed group performance, peer and self assessment throughout</p>	<p>Assessment Point:</p> <p>Formally assessed scripted performance OR design, peer and self assessment throughout. MID-POINT ASSESSMENT AS WELL.</p>



<p>Year 9</p> <p>1 hour per fortnight</p>	<p>Script exploration (Bouncers-John Godber)</p> <p>Introduction to the stylised acting technique of John Godber, namely through extracts from Bouncers. Exploration of non-naturalistic acting techniques.</p> <p>Skill focus: genre and style, script work</p>		<p>Introduction to practitioners</p> <p>Intro to many different styles of drama and practitioners</p> <p>Developing devising and script work skills</p> <p>Developing key terminology.</p> <p>Skill focus: genre and style, stylised performance</p>		<p>Theatre Companies unit/devising</p> <p>Exploring the work of several well-known theatre companies and apply their techniques to devised work. Devising from a stimulus and a variety of devising techniques explored. Students will work largely without teacher assistance to create, devise and perform their own pieces based on teacher stimulus. This must include as many techniques and styles as possible from throughout the year.</p> <p>Skill focus: Devising, improvisation, genre and style, collaboration</p>
	<p>Assessment Point:</p> <p>Formally assessed group performance on a Bouncers extract of student choice, with written self evaluation, written reflection throughout</p>		<p>Assessment Point:</p> <p>Formally assessed scripted performance with a focus on a chosen practitioner, with written self-evaluation, written reflection throughout</p>		<p>Assessment Point:</p> <p>Formally assessed devised performance with a focus on a chosen theatre company/practitioner, with written self-evaluation, written reflection throughout</p>
<p>Year 10</p> <p>2 hours per week</p>	<p>Practitioners introduction and live theatre</p>	<p>Component 3 prep: An Inspector Calls</p>	<p>Component 3 prep: An Inspector Calls</p>	<p>Component 1: Devising</p> <p>Release chosen stimulus, running workshops on the work.</p>	



	<p>4 weeks recap on practitioners</p> <p>4 weeks on live performance unit</p> <p>Skill focus: different practitioner styles, evaluation and analysis</p>	<p>Bringing text to life, exploring the text and preparation for exam, learning techniques and terminology.</p> <p>How to respond to the play as an actor/director.</p> <p>Skill focus: Section A performer questions (2ai, 2aii, 2bii)</p>	<p>Bringing text to life, exploring the text and preparation for exam, learning techniques and terminology.</p> <p>How to respond to the play as an director/designer</p> <p>Skill focus: Section A designer questions (2bi, 2c)</p>	<p>Touring theatre company to come and support the devising process?</p> <p>Develop portfolio at an early stage, understanding how to fill in the writing. Use written sessions (1 per fortnight)</p> <p>Summer 1-Double lessons used for devising, Single lesson used as revision for Component 3: Mock exams.</p> <p>End of June-Component 1 practical exams</p> <p>July: Complete portfolios</p> <p>Skill focus: Devising, evaluation and analysis</p>
	<p>Assessment Point:</p> <p>Section B mock (Live Theatre questions)</p>	<p>Assessment Point:</p> <p>Section A mock (2ai, 2aii, 2bii)</p>	<p>Assessment Point:</p> <p>Section A mock (2bi, 2c)</p>	<p>Assessment Point:</p> <p>Component 1 exam end of June</p> <p>Mid-point assessment before this (end of spring term)</p>
<p>Year 11</p> <p>2 hours per week</p>	<p>Inspector Calls revision-re read play, designer questions</p> <p>Skill focus: recall of key points of play, recall of exam skills</p>	<p>Component 2 Preparation-Scripted Examination external assessment</p> <p>Skill focus: vocal and physical skills, characterisation and communication, audience intent</p>	<p>Revision for Component 3 Written exam (theatre makers in practice) EXAM APPROX MID MAY</p> <p>Begin with section B, then Section B single, Section A double</p> <p>Skill focus: terminology, how to structure</p>	



			each question	
	Assessment Point: Section A mock (2bi, 2c)	Assessment point 1: informal assessment of performances so far (end of autumn term) Assessment point 2: mock performances two weeks before examination EXAMINATION MID-MARCH	Assessment Point: Recall on each key area for Section A, recall of Section B material, exam questions on each section.	