

## **Welcome to the Drama Department**

Subject Leader                      Ms M Jackson-Pate

Teachers                                Mrs C Haywood, Mr M Ledger

### **Subject Overview**

#### **Key Stage 4: Years 9 – 11**

GCSE Drama students explore a range of drama as a practical art form, and work independently to create their own drama performances, making informed artistic choices. The qualification allows students to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and applying this to their own performance work. The GCSE Drama course will help create independent students, critical thinkers and effective decision-makers, all personal attributes that can make students stand out as they progress through education and into employment. Students are assessed through a combination of performance work, coursework and, finally, a written examination. The course allows students to develop their practical acting skills through studying published play-texts, and through devising their own performance, stemming from a set stimulus. Students actively explore the roles of acting, devising, design and directing throughout the course.

#### **Sixth Form**

The A Level Drama and Theatre course is designed to provide a balance across a range of learning activities. This specification combines the activities of exploring plays, creating theatre, the performing of plays, the analysis of theatre and the critical evaluation of all of these elements. Students develop a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others.

### **Teaching Aims and Objectives**

Our principal aim is for students to develop their interest and enjoyment in drama and theatre both as participants and as informed members of an audience. In addition:

- The Drama Department aims to engage and enthuse students about theatre and the performing arts.
- We want students to develop their performance skills and have the opportunity to explore themes and issues relevant to present-day society.
- The Drama Department aims to engage students with both the practical and written components of the course, with much emphasis being on both verbal and written analysis as a transferrable skill.
- The Drama Department believes that all students should be able to work with any of their peers, and feel confident to contribute within group discussion.
- We ensure students experience a range of opportunities, such as seeing live theatre performances and practitioner workshops. These experiences are provided to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work.

## **Course Information**

### **Key Stage 3**

Drama is currently taught through the English curriculum. Students will have a termly opportunity to have a specialist Drama teacher lead a relevant workshop. They will then explore the relevant themes/issues of their studied play-text through the drama conventions and techniques in accordance to the National Curriculum.

### **Key Stage 4**

#### **Year 9**

The first year of the GCSE Drama course allows students to develop the skills required for the course. They will have the opportunity to cover and explore all three components, preparing them for Years 10 and 11. They will have the opportunity to devise their own performance material, evaluate live theatre and explore a range of stimuli and play-texts. Year 9 will also study and explore the play text of 'DNA' by Dennis Kelly in depth, both practically and in terms of preparing for practice exam papers at the end of the academic year.

#### **Year 10**

Devising Drama: Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

#### **Year 11**

Presenting & Performing Texts: Students will take part in a showcase, demonstrating their chosen skills in a live performance of a published play-text. The play-texts used are selected to bring out the best in our students, providing sufficient challenge and support. Previously used plays include: Wind in the Willows adapted by Alan Bennett, The Twits by Enda Walsh (after Roald Dahl), 'Bouncers/Shakers' by John Godber, 'Adult Child, Dead Child' by Claire Dowie and finally 'Lear's Daughters' by Elaine Feinstein and the Women's Theatre Group) Students will perform in or design for two performances from one text. Students will be required to produce an accompanying document which outlines their intentions for and approach to the performance showcase.

Performance and Response: This component requires students to study text and performance. For Section A, students will study "Find Me". This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed. In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

### **Sixth Form**

#### **Year 12**

This qualification requires students to study two complete and substantial performance texts (Components 3) and a minimum of three key extracts from three different texts placed in the context of the whole text (Components 1 and 2). Within the first year of the A-level course students will be developing their knowledge, skills and understanding of Drama and Theatre

through the exploration of the text 'Things I Know to be True' by Andrew Bovell. From this they will devise their own performance in the style of a set practitioner which will be accompanied by coursework, internally assessed and externally moderated. (40%).

Component 3 will be taught simultaneously where students will be studying the set texts: 'Equus' by Peter Shaffer, and 'Woyzeck' by Georg Buchner in preparation for the written exam, which takes at the end of the course. Students will experience live theatre performances through trips made available to them, developing their written analysis in preparation for the written exam.

### **Year 13**

Component 2: Text in Performance: Students will complete a group Year 13: performance/design realisation of one key extract from a performance text and a monologue or duologue performance/design realisation from one key extract from a different performance text. (20%).

Component 3 (40%): Theatre Makers in Practice: Students will undertake a 2 hour 30 minute exam under three sections:

Section A: Live Theatre Evaluation

Section B: Page to Stage: Realising a Performance Text

Section C: Interpreting a Performance Text

### **Homework Expectations (Including ICT resources and websites)**

GCSE students are set homework once a week to meet the demands of the course. There may be occasions when more homework is necessary.

A Level students are expected to support their study with extra research and wider reading. They are set a combination of written and research-based homework, with compulsory weekly rehearsal time set.

Recommended Websites for Support:

[www.bbc.co.uk/schools/gcsebitesize/drama](http://www.bbc.co.uk/schools/gcsebitesize/drama)

[www.digitaltheatre.com](http://www.digitaltheatre.com)

[www.orc.org.uk/qualifications/gcse-drama-j315-from-2009](http://www.orc.org.uk/qualifications/gcse-drama-j315-from-2009)

[www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk)

### **Extra-Curricular Opportunities**

Whole-school production takes place after school on a Thursday, alternating between a touring pantomime and musical each year. (Additional after-school rehearsals take place closer to the production).

Musical Theatre Society.

Musical Theatre Trips (offered to whole-school).

GCSE and A-level specific theatre trips.

## Marking and Assessment

- Students' work is marked regularly to acknowledge their learning, knowledge and understanding. Students' development of performance skills is monitored and observed regularly, with timely performance assessments and feedback.
- Dialogic marking and formative assessment is used to ensure that students have the opportunity to develop and improve both their written and performance work.
- Key stage 4 work is marked in accordance with the OCR GCSE Drama band/grade descriptors.
- A Level work is marked and assessed in accordance with the Edexcel GCE band/grade descriptors.

## Examinations

**GCSE:** Drama (OCR)

**Year 9:** Written and Practical mocks take place throughout this year

**Year 10:** Component 01/02 Devising Drama – (30%)

**Year 11:** Unit 2: Drama in the Making – 30%  
Unit 3: From Concept to Creation – 40%

[OCR GCSE](#) specification

A level Drama (Edexcel)

**Year 12 & 13:**

[Edexcel A level](#) specification