

Year  
**7**

# Drama

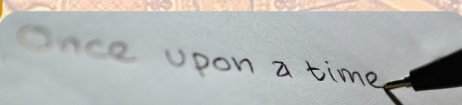


## What is 'Drama'?

Skills-based scheme



### Confident



### Storytelling

Devised work based around a published story



### The internet

Research/ Devising based scheme



## META-THINKING

### Meta-cognition

The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to another.



### 'Redd'

Students will explore the play 'Redd' and complete a variety of different tasks in relation to the play.

## CREATING

### Intellectual playfulness

The ability to recognise rules and bend them to create valid but new forms



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# Drama

Year  
8



## Charlotte Dymond



Researching and dramatising the poem about her death



## Monologues

Devised scheme based on a series of character driven monologues



## AGILE

The ability to be curious, be willing to work alone, be proactive and keen to learn.



## The White Feather / Arbeit Macht Frei

Text-based scheme



## The Identification

Devised scheme based around a poem stimulus



## Tragedy

Devised scheme



## Girls Like That

Studying Evan Placey's play which explores the pressures of young people in the wake of advancing technology.



## The Project - This is Me

Self-driven project based on a stimulus



# GCSE Drama

Years  
**10 & 11**

**Introductory workshops**



**Mini devising unit**

Perform and evaluate your work



**Theory lessons**

One per fortnight



Students will complete practical theory work and a performance to their parents and friends of *Hard to Swallow*.



**Brecht workshops**

**Students are assessed by 3 components at GCSE:**

**Component 1:**

Devising from a stimulus, using a practitioner's techniques (Brecht)

- Practical group performance (as an actor or designer)
- Written Portfolio – evidence of the process
- Written evaluation of performance

**Component 2:**

Scripted performance

- Visiting examiner
- Group performance of a scripted extract from a published play (or designing for the group)

**Component 3:**

Written exam

- Questions on how students would perform a role from the play 'Hard to swallow' by Mark Wheeler
- One question on evaluation of live theatre



At GCSE, pupils will get the opportunity to visit some live theatre productions. Past trips have included: *Come From Away* (musical), *A Comedy About a Bank Robbery*, *War Horse* and *A Curious Incident of A Dog in the Night-time*

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# A Level Drama

Year  
**12**



**Introductory workshops**



Explore *Hedda Gabler* and *The Curious Incident of the Dog in the Night-Time* practically



**Introduction to Brecht**



## **HARD WORKING**

The ability to overcome setbacks and remain confident and focused.



**Coursework 1 - Reinterpretation of a Text – 'Two' by Jim Cartwright**

- Group performance of 30-70% original script and the rest is devised, linked to a practitioner
- Written portfolio of evidence



*Saved by Edward Bond* - Reinterpretation Component 1 mock exam



## **Collaborative**

Students will take a variety of roles and be able to evaluate their own ideas and contributions.



## **Annual school production**

Past performances have included *We Will Rock You*, *School of Rock*, *A Postman's Knock* and much more!



Year  
**13**

# A Level Drama

## Complete Creative Logs



***Hedda and Saved***  
concept presentations

### CREATING



#### Originality

The ability to conceive something entirely new



### Coursework 2 - Text in Action

In February of Year 13, students will complete their CW2. This includes a:

- Performance of a devised piece, based on a stimulus and using practitioner techniques
  - Performance of a duologue from a published play
  - Written process and Evaluation report

Performances are assessed by a visiting examiner.

### REALISING

#### Automaticity

The ability to use some skills with such ease as they no longer require active thinking



### Coursework 3: Students will complete a written exam focusing on:

- 'Saved' by Edward Bond
- 'Hedda Gabler' by Henrik Ibsen
- 'Curious Incident of the Dog in the Night Time' by Simon Stephens

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