



**KEEP
CALM
AND
DO SOME
REVISION**

A photograph of a stage set. It features a large, deep red velvet curtain hanging from a valance. In front of the curtain is a circular, raised platform or stage. The edge of this platform is lined with a row of small, round, gold-colored lights. The floor of the stage is dark and reflective. The overall lighting is warm, highlighting the texture of the red fabric.

Practical assessment will take place and students write up coursework to accompany the piece.

Component 3: Section A: DNA
Students continue exploring 'DNA'. They will develop their knowledge and understanding of the ways in which drama can create meaning for an audience.

Component 3: Section A: DNA
Students develop their understanding of the production elements that they will need to apply and evaluate on the GCSE course. Students will study the impact of costume, set, staging, lighting and sound have on an audience.

YEAR
11

‘Ghost Walks’
Students learn different devising techniques building upon the work they have done in Year 9 creating a performance as a part of the ‘ghost walks’ evening’. Students will learn how to address the portfolio questions and will write up a mock portfolio.

Tolerance
Students explore the meaning of tolerance and acceptance. They will adapt and apply drama techniques to communicate messages and display emotions.

YEAR
10

Live Theatre
Pupils will also attend a live theatre production in order to complete a section b of their component 3 examination.

Fatal Shore
Students explore the transportation of British convicts to Australia in the C18th using a range of strategies and drama mediums. The issues of crime and punishments are discussed while practical skills are developed.

'Blood Brothers'
Students complete group extracts, trios, duologues and monologues from 'Blood Brothers' based upon the GCSE drama assessment criteria from component2

Adolescence
Student will respond to characters, themes and ideas in 'Adolescence'. They create drama work that explores accountability, empathy and emotional impact through character and symbol.

Lizzie Borden
A devising scheme
where students work in
groups to create a
performance with
specific creative
intentions and aims for
their audience.

YEAR 9

The Terrible Fate of Humpty Dumpty'
Script skills. Creation of creative intentions. Rehearsal techniques and character development. Students develop work based on peer feedback.

Urban Myths

Exploring style, genre and developing abilities to create and meet creative intentions when creating practical work. Learning about the impact lighting, sound, props, costume and set have on an audience.

‘Curious Incident of the Dog in the night-time’
Students learn about Stanislavski and Brecht through exploring the play text of ‘Curious Incident’. The SOL culminates with the students being able to create a piece in the style of naturalism and non-naturalism.

YEAR
8

The Stones
Exploring the theme of responsibility and consequences.
Ensuring students can effectively use every explorative strategy.

Stone Cold
Students will explore the theme of homelessness and teenage issues. Students will begin to learn about semiotics and the information they give an audience.

Melodrama
Exploration of the theatrical style of melodrama and development of non-naturalistic characterisation.

Heroes
An exploration of worldwide disasters and their impact on the people involved. In groups students create a performance that displays a greater understanding and appreciation of dramatic techniques explored during KS3 drama.

Introduction to drama
Beginning with basic
drama skills,
terminology and
teamwork.
Understanding of
characterisation/devel
oping a role for
performance.

The Holocaust
Pupils will learn about the Holocaust and the people involved. Focus on empathy and real life situations linked to History.

Darkwood Manor
Focus on the creation
of mood and
atmosphere.
Exploration/introducti
on of non-naturalistic
techniques.

'Charlie and the Chocolate Factory'
Exploration of character and creation of different characterisation is developed.

Who's Afraid of the Big Bad Wolf?
Students develop their abilities as a performer while exploring different interpretations of 'Little Red Riding Hood'. Students learn new drama skills and are able to begin to have creative aims for an audience.

YEAR
7

welcome

