



Key Stage: 4

Subject: Drama

Aims of the subject:

The course offers the opportunity for pupils to develop their performance skills in Drama and enhance their appreciation and understanding of performance through devised work, scripted plays and live theatre productions. The OCR specification lays an appropriate foundation for further study of Drama/Theatre Studies AS and A Level or a Vocational A Level in Performing Arts or a BTEC National Certificate or Diploma in Performing Arts or Performance Design and Technology. Any path of further study that involves communication, presenting, public speaking, group work, self-discipline, reflective written work, project work, research or creativity could be enhanced by having experience in the study of Drama. The 3 years study encourages pupils to develop the following:

- An understanding and response to a range of play texts and dramatic styles; lifting Drama from the page to the stage. Clearly communicating the playwright's intentions for an audience through style, subtext, genre and period
- increased self and group awareness and the ability to appreciate and evaluate the work of others, encouraging a sense of community and shared purpose within the group
- Skills of creativity, self-confidence, concentration, self-discipline, social skills, communication and many more

GCSE Examination Board: OCR

Assessment Overview:

- TBC confirmed on accreditation of the new OCR GCSE Drama but likely to be 70% practical with coursework and 30% written exam.

Year	What will I learn?	Assessment
Year 9	Term 1 Scripted Performance through the study of a complete play text Curious Incident of the Dog in the Night Time by Simon Stephens <ul style="list-style-type: none"> • Pupils will work on characterisation, physical theatre, staging of a scripted piece, rehearsal techniques, annotating a text, subtext. 	Group performance Practice controlled assessment Section A Question 1 of the paper

	<ul style="list-style-type: none"> • Pupils will understand genre, period, style, target audience and technical elements for their scripted piece. • Pupils will use National Theatre resources to aid their studies. • Pupils will have the opportunity to go on a theatre trip to see the scripted piece to enable pupils to answer section C of the written paper. This will also enhance their understanding of the text in performance. • Pupils will work on Section A of the written paper alongside this practical work. <p>Term 2</p> <p>Devised</p> <ul style="list-style-type: none"> • Pupils will develop devising techniques and structures to create a piece of Theatre in Education for a specific target audience. • This scheme involves group research and presenting ideas. • Pupils will use a range of drama techniques to create a devised piece in the style of Bertolt Brecht (Theatre Practitioner) • Pupils will see a piece of abstract theatre to enable them to answer Section C of the written paper. • Pupils will work on Section B of the written paper alongside this practical work. <p>Term 3</p> <p>Shakespeare</p> <p>A Midsummer Night's Dream</p> <ul style="list-style-type: none"> • Pupils will explore Shakespearian performance and staging conventions. • Pupils will work on understanding the story and making it relevant to modern day. • Pupils will work on diction using Iambic pentameter. • Pupils will use a variety of rehearsal techniques to work towards a public performance of the abridged version of the play. 	<p>Written paper</p> <p>Section A of the written paper</p> <p>Practice controlled assessment Group performance Presentation on the influence of Brechtian theatre</p> <p>Written paper</p> <p>Written paper</p> <p>Presentation of research</p> <p>Controlled assessment Monologue Controlled assessment Group Performance</p> <p>Public performance (assessed)</p>
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	<ul style="list-style-type: none"> • Pupils will understand and practise a range of abstract and physical theatre techniques using the influences of various theatre practitioners including Stanislavski and Artaud to create a mix of naturalism and absurdism. • Pupils will reflect on the rehearsal process. <p>Pupils will be encouraged to audition for the Shakespeare Schools Festival at the end of Year 9.</p>	Written exam
Year 10	TBC on accreditation of the new OCR GCSE Drama	
Year 11	TBC on accreditation of the new OCR GCSE Drama	

Extra-curricular opportunities

Pupils are encouraged to use lunch and after school to rehearse with their groups in order to develop the practical work studied in class. Pupils can book in one to one rehearsal times with me after school to ensure that their practical pieces are fully developed. Pupils are invited to audition for the Shakespeare Schools Festival, Ripley Youth Theatre and the whole school musical. These opportunities build confidence and group work which has a positive impact on all class work and controlled assessments. Pupils are invited on at least one theatre trip per term. This is an opportunity to see live theatre and is used for section C of the written paper.

How you can support your child's progress

Pupils are encouraged to see as much live theatre as possible in a variety of styles, period and genre. We are fortunate that the Dukes host a number of National Theatre Live events where pupils can see National Theatre performance on a cinema screen. The exam boards have now

agreed that these can be used to write about in the written exam. Pupils should do their own research on theatre practitioners explored in class to deepen their understanding, in particular Stanislavski and Brecht.

You could support your child greatly by doing line runs with them to help them to know their lines. This is often homework and it would be helpful for them to have a parent testing them.

Encouraging your child to nurture an appreciation of live theatre would be the best support you could give them.