

Drama

Curriculum Booklet

2025-26

Subject Lead: Mrs Pulford



St Dunstan's School
GLASTONBURY

Drama Curriculum Intent:

The St Dunstan's Drama curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Ambition, Community and Kindness (TRACK) as follows:

- **Truth:** Students explore the significant role of Practitioners in Theatre, looking at their main impact on genre and theatre throughout history. Students are encouraged to explore conventions relative to different genres practically and reflectively. They explore the significance of the contents of play studied relating to ethnicity, gender and stereotyping in the texts that they explore and perform.
- **Resilience:** Students are encouraged to develop their resilience in Drama through rehearsal and performance. Students are also encouraged to be resilient relative to verbal evaluations received in class from both teachers and pupils. Students use Self and Peer assessment sheets to help develop this.
- **Ambition:** The Drama curriculum has been developed to encourage students to become culturally, historically and politically aware enabling them to develop an understanding of Theatre as an art form and a profession. Students are also introduced to the backstage aspect of Theatre exploring career prospects and the multiple roles involved in creating professional plays.
- **Community:** Students are encouraged to be involved in Drama Club, Performance Arts events, Millfield/ St Dunstons Joint Drama Club and whole school productions. They are encouraged to develop their understanding of Drama as an art form by participating in plays outside of school. Students create performances for outside agencies (e.g. feeder schools) thus developing the relationship between our school and the local community.
- **Kindness:** Students are encouraged to be kind when giving and receiving verbal evaluations in class to their peers. One of the key strengths of this practical subject is the need for inclusion in group work thus developing the ethos of kindness throughout each lesson and year group.

The curriculum prepares students for next stages and employment: Drama is an exciting, inspiring and practical subject. It promotes involvement in and enjoyment of drama, as performers and/or designers. It also provides opportunities to be involved in live theatre performances and to develop skills as informed and thoughtful audience members.

Drama Curriculum Implementation

Key Stage 3

The curriculum builds on prior learning from KS2:

The subject is taught within both English and PE at primary level. Many schools use a whole school production to enable primary school students to explore theatrical skills and build it into the curriculum as an introduction to Drama as a discrete subject.

The curriculum sequences knowledge and skills cumulatively:

- The main focus is based around the practical exploration of genre and practitioners through rehearsal/performance and evaluation.
- Year 7 explores Genre and Performance skills which are then further developed in Years 8 and 9.
- Year 8 has a more skills-based approach but skill based within the concept of a specific genre.
- Year 9 is structured around Set Text and the introduction of Design skills, in line with links to further educational development in theatre and Drama as an art form.

Differentiation, particularly for SEND, helps access to the same curriculum:

The curriculum is differentiated primarily through a variety of practical activities and structured groupings. The evaluative aspect of the subject has structured and differentiated questioning with written tasks where appropriate.

Key Stage 4

Students follow the EDUQAS Drama course, which provides a suitable foundation for the study of drama at either AS, A level and Btec. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. The curriculum builds confidence and communication skills as well as developing teamwork and independent study; all excellent preparation for life beyond school.

The curriculum builds on prior learning and subject content from KS3. The introduction of stimulus Devising, Set Text Genre and Practitioners at KS3 are a starting point for the main areas of the curriculum at Ks4.

The curriculum is differentiated primarily through a variety of practical activities and structured groupings. It is also structured to suit the needs of all students through choices of Set Texts, groupings for Performance and differentiated booklets and worksheets relative to the three main areas of written work at GCSE. The evaluative aspect of the subject has structured and differentiated questioning with written tasks structured in line with the exam board requirements.

As a key focus for challenging students, directing plays a large role in further expanding practical and rehearsing skills. This is a continuous form of differentiation across the year groups. The most able students are expected to be involved in extracurricular activities, organised by the school, both within the school day and off site activities after school.

Allocated Curriculum Time: 2024/2025

Year Group	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours	1	1	1	5	5

Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	<p>Introduction to Drama and Theatre</p> <ul style="list-style-type: none"> Students are introduced to key performance terms and how to actualise them on stage. Students learn and practically develop their understanding of a series of drama techniques. Through this students increase their ability to and understanding of Rehearsing, Performing and Evaluating. 	
2	<p>Genre - Pantomime</p> <ul style="list-style-type: none"> Students are involved in the exploration of the cultural context of the Pantomime creating their own versions of a pantomime. This scheme has Commedia links (but British tradition) with links to Greek Myths and Legends for LA groups Students review their understanding of stock characters, key conventions and develop performance techniques introduced to them in Term 1. 	<p>Assessment 1: Pantomime Performance</p> <p>Students create a short pantomime performance with a written evaluation</p>
3	<p>Genre - Murder Mystery</p> <ul style="list-style-type: none"> Students are introduced to improvisation through stimulus material as a baseline Students develop their understanding of characterisation - Performance Through discussion and observation students gain an understanding of conventions related to the genre - Research In groups students explore how to present characters relative to the genre – Performance and evaluation 	
4	<p>Genre -Murder Mystery</p> <ul style="list-style-type: none"> Students develop their understanding of characterisation - Performance Through discussion and observation students gain an understanding of conventions related to the genre - Research In groups students explore how to present characters relative to the genre – Performance and evaluation (both peer and self) 	<p>Assessment 2: Murder Mystery rehearsal and performance</p> <p>Students produce, rehearse, perform and evaluate a murder mystery play based on a stimulus</p>

5	<p>Script - From the Page to the Stage</p> <ul style="list-style-type: none"> • Students are introduced to text in performance - Private Peaceful - Script reading and rehearsal of extracts using rehearsal techniques and methods • This involves developing performances of drama terms and techniques through written scripts such as Stage Directions (implicit and explicit) 	
6	<p>Script - From the Page to the Stage</p> <ul style="list-style-type: none"> • Students are introduced to text in performance - Private Peaceful - Script reading and rehearsal of extracts using rehearsal techniques and methods • This involves developing performances of drama terms and techniques through written scripts such as Stage Directions (implicit and explicit) 	<p>Assessment 3: Performance of an extract</p> <p>Students present extracts from a text as a performance</p>

Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	<p>Drama Techniques and skills - The Big Issue</p> <ul style="list-style-type: none"> • Students develop an understanding of different skills - Key focus being vocal skills and mime • Students evaluate their ability - reflective self assessment • This part of the curriculum encourages students to explore Cross Cutting. Through tracking and Physicalization in rehearsal 	
2	<p>Drama Techniques and skills - The Big Issue</p> <ul style="list-style-type: none"> • Students develop an understanding of different skills - Key focus being vocal skills and mime • Students evaluate their ability - reflective self assessment • This part of the curriculum encourages students to explore Cross Cutting. Through tracking and Physicalization in rehearsal 	<p>Assessment 1: Rehearsal development.</p> <p>Students devise a piece of Drama, from a script extract, based on learnt key skills</p>
3	<p>Script - From the Page to the Stage</p> <ul style="list-style-type: none"> • Students are introduced to many of the theatrical aspects of theatre through The Curious Incident of the Dog in the Night - Script reading incorporating challenging characters and content • This leads to the development of the concept of Set and Lighting Design for effect • There is specific focus on a director's adaptation of script into theatre - Sight lines, Stage Directions, Stage positioning, Scenery choices for purpose 	
4	<p>Script - From the Page to the Stage</p> <ul style="list-style-type: none"> • Students are introduced to many of the theatrical aspects of theatre through The Curious Incident of the Dog in the Night - Script reading incorporating challenging characters and content • This leads to the development of the concept of Set and Lighting Design for effect • There is specific focus on a director's adaptation of script into theatre - Sight lines, Stage Directions, Stage positioning, Scenery choices for purpose 	<p>Assessment 2: Performance of a duologue</p> <p>Students choose, prepare and perform a duologue from the text.</p>

5	<p>Genre - Science Fiction - Devising from a stimulus</p> <ul style="list-style-type: none"> ● Students are introduced to pictures as stimulus for polished improvisation ● The key focus is how characterisation is further developed through rehearsal ● During the term students will have the opportunity to watch a piece of Live recorded theatre and write a review 	
6	<p>Genre -Science Fiction - Devising from a stimulus</p> <ul style="list-style-type: none"> ● Students are introduced to pictures as stimulus for polished improvisation ● The key focus is how characterisation is further developed through rehearsal ● During the term students will have the opportunity to watch a piece of Live recorded theatre and write a review 	<p>Assessment 3: Group performance based on stimulus</p> <p>Students rehearse and perform using genre related conventions.</p>

Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	<p>Practitioner based Genre Exploration</p> <ul style="list-style-type: none"> ● Forum Theatre - Students are introduced to a theatre practitioner - Boal ● Each student works in a particular group showing the development of the idea that Drama changes the social climate ● Research is carried out with a key focus on the cultural context of Forum Theatre 	
2	<p>Practitioner based Genre Exploration</p> <ul style="list-style-type: none"> ● Forum Theatre - Students are introduced to a theatre practitioner - Boal ● Each student works in a particular group showing the development of the idea that Drama changes the social climate ● Research is carried out with a key focus on the cultural context of Forum Theatre 	<p>Assessment 1: Forum Theatre</p> <p>Students perform a whole class Drama based on Forum Theatre.</p>
3	<p>Script - From the Page to the Stage</p> <ul style="list-style-type: none"> ● Students work on and create performances of extracts relevant to cultural context - Blood Brothers ● They are introduced to the historical context of playwriting ● The key focus is how students learn to perform characters at a variety of different ages 	

4	<p>Script - From the Page to the Stage</p> <ul style="list-style-type: none"> Students work on and create performances of extracts relevant to cultural context - Blood Brothers They are introduced to the historical context of playwriting The key focus is how students learn to perform characters at a variety of different ages 	<p>Assessment 2: Performance of chosen extracts</p> <p>Students present their chosen extract to a live audience.</p>
5	<p>Production Design Evaluation Skills - Scripted</p> <ul style="list-style-type: none"> Costume Design - This element is taught through a teacher led Live Theatre Performance based around colour, materials and designing costumes for performance Props workshop - This element is taught through a teacher led Live Theatre Performance based around colour, materials and designing props for performance Lighting workshop - This element is taught through a teacher led Live Theatre Performance based around colour, materials and designing a lighting plot for performance 	
6	<p>Production Design Evaluation Skills - Scripted</p> <ul style="list-style-type: none"> Using skills based on design and a theatre practitioner (or specific genre) students evaluate a performance incorporating Design Skills Where possible students work together to complete a Performance booklet/Project Each group then focuses on the delivery of project based on research and completed booklets 	<p>Assessment 3: Presentations of Evaluations</p> <p>Students present their evaluations in booklet or project form.</p>

Curriculum Plan: Year 10 Drama

Exam Board: Eduqas

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	<p>KS4 Assessment 1</p> <ul style="list-style-type: none"> Introduction to the course and Practitioner workshops. Each student explores the 4 playwrights through research, rehearsal, performance and written assessment - Boal, Brecht, Berkoff and Artaud Students visit external theatres to view Live Theatre performances and write evaluation Assessed written exam question -Component 3 Rehearsal assessments as per the specification 	<p>KS4 Assessment 30 minute written assessment x 2. Rehearsal assessment.</p>
2	<p>KS4 Assessment 2 DEVISED THEATRE Component 1</p> <ul style="list-style-type: none"> Introduction to Devising - Stimulus Rehearsal assessments as per the specification Live Theatre visits - notebook planning and practice question essays 	<p>KS4 Assessment Rehearsal assessments x 2</p>

3	KS4 Assessment 3 INTERPRETING THEATRE Component 2 Practice and Component 3 <ul style="list-style-type: none"> ● Rehearsal assessments as per the specification ● Live Theatre visits - notebook planning and practice question essays ● Performance assessment - Two key rehearsals involving both teacher and peer assessments of performances in rehearsal ● Written evaluations 	KS4 Assessment 1 rehearsal and 1 performance assessment.
4	KS4 Assessment 4 INTERPRETING THEATRE Component 3 <ul style="list-style-type: none"> ● Set Text - Rehearsal assessment ● Performance assessment ● Live theatre review 	KS4 Assessment 1 rehearsal and 1 performance assessment.
5	KS4 Assessment 5 DEvised THEATRE Component 1 <ul style="list-style-type: none"> ● Practical Devised workshops x 3 ● Practical Devised workshops x 3 written reviews ● Assessed rehearsals, performance and coursework development 	KS4 Assessment Practical workshops and reviews x3
6	KS4 Assessment 6 DEvised THEATRE Component 1 <ul style="list-style-type: none"> ● Practical Devised workshops x 3 ● Practical Devised workshops x 3 written reviews ● Assessed rehearsals, performance and coursework development 	Year 10 Mock Exams 1 x 1hr 30 minute written assessment.

Curriculum Plan: Year 11 Drama

Exam Board: Eduqas

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	KS4 Assessment 3 DEvised THEATRE Component 1 <ul style="list-style-type: none"> ● Devised - Final exam Performance part A ● Assessed rehearsals, performance and coursework development ● Performance assessment - Two key rehearsals involving both teacher and peer assessments of performances in rehearsal ● Written evaluations 	KS4 Assessment Year 11 Component 1 exam Final Performance assessment.

2	KS4 Exams Revision and Exam DEVISED THEATRE Component 1 <ul style="list-style-type: none"> ● Devised Evaluation - Final exam part b ● Recorded exam and invigilated Evaluation exam 	Year 11 Mock Exam 1 1 hr written evaluation
3	Revision and Exam PERFORMING FROM A TEXT Component 2 <ul style="list-style-type: none"> ● Scripted Performance Final Exam ● External examiner visit 	Year 11 Component 2 Exam Scripted Performance Final Exam ⅓ Continuous assessment x 3
4	Exam PERFORMING FROM A TEXT Component 2 <ul style="list-style-type: none"> ● Scripted Performance Final Exam ● External examiner visit 	Year 11 Component 2 Exam Scripted Performance Final Exam 2/3
5	Revision and Exams Component 3	Year 11 Component 3 Exam

Drama Final Assessment Structure:

Component	Weighting	Content	Proposed Date of Examination
Component 1	40%	Devised Theatre	November Year 11
Component 2	20%	Performing From a Text	March Year 11
Component 3	40%	Interpreting Theatre	May Year 11

Please see exam board websites for up to date information: <https://www.eduqas.co.uk/qualifications/drama-gcse/>