

Programme of Study: Drama



KS2 Underpinning Concepts		Year 10	Year 11	KS5 & CEIAG Opportunities	Links to SMSC
<p>Role & Character – Taking on roles, exploring feelings, and using voice/body to show character.</p> <p>Narrative – Creating and understanding stories with a clear structure.</p> <p>Space & Setting – Using space imaginatively to create places and atmosphere.</p> <p>Tension & Conflict – Building drama through problems and emotional moments.</p> <p>Performance – Presenting to an audience with clarity and expression.</p> <p>Collaboration – Working as a team, listening, and building ideas together.</p> <p>Symbolism – Using objects or actions to represent deeper meanings.</p> <p>Reflection – Discussing and improving drama through feedback.</p>	Autumn 1	<p>Exploring the Roles of Actor, Director and Designer</p> <p>Students will work collaboratively to devise, rehearse, and perform original pieces of drama inspired by a range of stimuli. They will develop vocal and physical performance skills, apply key drama techniques, and reflect on their creative process through portfolio work.</p>	<p>This half term prepares students for their Pre-Public Examination (PPE) by focusing on two key areas of the written paper:</p> <ul style="list-style-type: none"> Section A – Study of the Set Text: <i>Blood Brothers</i> Section B – Live Theatre Review <p>Key Concepts: Blood Brothers (Section A) Understand the play's social, historical, and cultural context. Analyse characters using vocal and physical performance skills. Explore how set, costume, props, and lighting convey meaning. Interpret semiotics to understand symbolic elements and themes.</p> <p>Live Theatre Review (Section B) Analyse key moments from a live or recorded performance. Use drama terminology to discuss acting, design, and direction. Evaluate the effectiveness and impact of performance choices.</p>	<p>A Level</p> <p>A Level Drama and Theatre Studies A Level English Literature A Level English Language or Communication Studies A Level Film Studies or Media Studies A Level Music or Music Technology</p>	<p>Spiritual Development: Reflection, knowledge and respect for different views and perspectives</p>
	Autumn 2	<p>Key Concepts: Theatre Roles: Understanding the responsibilities of the actor, director, and designer in creating performance. Stimuli as Inspiration: Using images, lyrics, and text as starting points for devising original drama. Drama Techniques: Applying key techniques such as freeze-frame, cross-cutting, flashback, monologue, and improvisation. Design Elements: Exploring how set, lighting, and costume contribute to meaning and atmosphere. Stanislavski's Ideas: Introduction to naturalism, the "Magic If", emotion memory, subtext, and objectives.</p>			
	Spring 1	<p>Devising Drama from Stimulus</p> <p>This term focuses on the completion of the Devising Drama Component, including the final performance and supporting portfolio. Students will refine their devised work, demonstrate performance skills, and critically reflect on their creative process using subject-specific terminology.</p>	<p>Bringing Text to Life: Performance and Design</p> <p>In this unit, students will explore a published play text with the aim of performing selected scenes. They will develop characterisation, understand artistic intentions, and refine both performance and design elements in preparation for performance assessment.</p>	<p>Vocational Pathways</p> <p>BTEC Level 3 National Diploma Performing Arts Extended Diploma in Performing Arts BTEC Level 3 in Production Art</p>	<p>Explore universal human emotion and shared experience</p>
	Spring 2	<p>Key Concepts: Devising from Stimulus: Interpreting and responding creatively to a range of starting points (e.g. images, text, music). Character and Emotion: Using vocal and physical control to communicate character, emotion, and intention. Drama Techniques: Applying techniques such as freeze-frame, monologue, improvisation, and cross-cutting to shape performance. Stagecraft: Understanding and using stage configurations and proxemics to enhance meaning and audience impact. Collaboration: Working effectively in groups to generate, refine, and present original work.</p>	<p>Key Concepts: Artistic Intentions: Exploring the playwright's purpose and how to communicate meaning through performance. Concept Proforma: Developing a clear directorial vision for performance, including interpretation and design ideas. Character Development: Rehearsing with focus on vocal and physical skills to shape believable characters. Script Work & Blocking: Learning lines, staging scenes, and refining movement and interaction. Design Elements: Introducing and refining set, costume, lighting, and technical elements to support the performance.</p>	<p>BTEC Level 3 in Creative Media Production</p>	<p>Moral Development: Explore class inequality, fate, and moral consequence in <i>Blood Brothers</i></p>
	Summer 1	<p>Devising Performance Completion & Introduction to Set Text: "Blood Brothers"</p> <p>This term is split into two key focuses: Completing the Devising Drama Component, including final performance and portfolio submission. Introducing the set text <i>Blood Brothers</i>, with a focus on contextual understanding, design elements, and character analysis in preparation for Section A of the written exam.</p>	<p>Revision and Final Assessments</p> <p>This final term focuses on consolidating knowledge and skills in preparation for the GCSEs and final practical assessments. Students will revise the set text <i>Blood Brothers</i>, practise Live Theatre Review responses, and complete both a practical and written exam.</p>	<p>Careers</p> <p>TV/radio production Media technician, Actor, voice artist, dancer, presenter. Stage manager, lighting/sound designer, costume/set designer, Playwright, screenwriter, content creator, producer, Drama teacher, youth arts worker, PR officer, marketing executive, event manager, broadcaster.</p>	<p>Social Development: Reflect on empathy and social division</p>
	Summer 2	<p>Key Concepts: Devising Performance & Portfolio Performance Analysis: Justifying performance choices using appropriate drama terminology. Critical Reflection: Evaluating personal and group contributions with insight and clarity. Portfolio Completion: Documenting the creative journey from stimulus to performance.</p> <p>Blood Brothers (Set Text Study) Contextual Understanding: Exploring the social, historical, and cultural context of the play. Design Elements: Analysing the use of set, costume, props, and lighting to convey meaning. Semiotics: Understanding how visual and symbolic elements communicate themes and character.</p>	<p>Revision Focus Blood Brothers: Recap of context, characterisation, design, and key scenes. Live Theatre Review: Structuring essays, analysing performance choices, and evaluating impact.</p> <p>Exams Practical Performance: Group performance of a selected or devised piece.</p> <p>Written Paper: Section A: <i>Blood Brothers</i> – character, design, and context-based questions. Section B: Live Theatre Review – analysis and evaluation of a live or recorded performance.</p>		<p>Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others as expressed through drama</p> <p>Explore social justice and moral responsibility through Brecht's messages</p> <p>Willingness to participate in and respond positively to artistic, theatrical and cultural experiences</p>