

DRAMA

2026 – 2027



THE GRANGE SCHOOL



Drama Year 7

Key Learning Objectives	- Establish ground rules and expectations, including the use of the Drama spaces. - Introduce and instil the skills necessary for drama to take place. - Provide opportunities for discussion work and self-assessment of individual and group strengths and weaknesses. - Introduce students to performance skills. - Introduce students to the structure of drama creating, performing, and responding. - Introduce students to the concepts of evaluation and target setting. By the end of the year students will have: - identified and been able to demonstrate some of the basic social and group skills necessary for effective drama to take place. - used performance skills i.e. audience awareness, spatial awareness, gesture, facial expressions and voice projection, mime and movement. - made, performed and evaluated many different performances in drama. - learnt to reflect on individual and collective strengths and weaknesses.
Curriculum Content:	
Autumn Term 1st Half	Drama Detectives: Introducing basic Drama skills through games and practical exercises.
Autumn Term 2nd Half	Evacuation: This topic explores the process of evacuation in a historical and modern context, building on their empathy skills. Exploring social, cultural and historical contexts in Drama.
Spring Term 1st Half	Script Exploration 1: Students will explore a play text and learn how to approach rehearsals, characterisation and everything else that comes with putting on a scripted performance.
Spring Term 2nd Half	Script Exploration 2: Students will continue to prepare a section of the play for performance, learning lines and considering design. Students will then have a go at writing about their creative decisions made in this process.
Summer Term 1st Half	Commedia Dell'Arte: Students will explore a piece of theatre history, delving into 16 th Century Italy to discover some of the origins to comedy in theatre. Students will have the chance to develop their physical performance skills in their portrayals of stock characters.
Summer Term 2nd Half	Stage Design: Students will have the opportunity to explore the different areas of design in theatre including costume, lighting, set and sound design. Students will develop analytical skills which preparing
Assessments	Students will be assessed formally once every term in lessons. Students will be assessed on the skills they have been developing throughout each topic, using previous feedback to show progress over time. Students will have a tray containing assessment booklets for each term. Students will also be continually assessed by their teacher using the Drama Formative Assessment strategies which include Spotlighting performance, verbal feedback, mini whiteboards, Hinge questions and peer/self-assessment using success criteria.
Homework Structure	Homework will consist of research tasks, some short written tasks and reflections. These will be set when appropriate (usually once per term).
School-based enrichment opportunities	There will be an opportunity for students to get involved with rehearsals outside of lessons to develop their skills. At least once every two years there will be a whole school production where students are welcome to audition. We also have a weekly Drama club that is open to all and performs a Summer Showcase each year.
Resources available for home-based	All students are encouraged to go on theatre and cinema visits, take part in backstage tours where possible and read plays by a variety of playwrights, covering a variety of genres. To develop performance skills further, students are also encouraged to join local youth theatre companies.

Drama - Year 8

Key Learning Objectives	- Reinforce ground rules and expectations including the use of the Drama Spaces. - Develop and nurture the skills necessary for drama to take place. - Provide opportunities for discussion work and both teacher and self-assessment of individual and group strengths and weaknesses. - Develop students' confidence and skill in using performance skills. - Develop students' confidence and ability to structure drama creating, performing and reflecting. - Develop students' use of evaluation and target setting. By the end of the year students will have: - identified and been able to demonstrate some of the social and group skills necessary for effective drama to take place. - used performance skills i.e. audience awareness, spatial awareness, gesture, facial expressions and voice projection, mime and movement - created, performed and reflected on many different performances in drama. - learnt to reflect on individual and collective strengths and weaknesses. - identified, understood, and developed their confidence and ability to use a variety of different drama skills to explore themes issues and characters
Curriculum Content:	
Autumn term 1st Half	Roles and Characters: Developing students understanding of roles and characters. Enhancing abilities to prepare and perform different roles and characters in plays.
Autumn term 2nd Half	Silent Movies and Slapstick: Working on mime, physicality and the importance of recorded sound. Students will develop physical performance to prepare for scripted work ahead.
Spring term 1st Half	Scripted Exploration 1: Re-cap skills, demands and expectations when approaching a script. Students will explore the themes of the play off-text and apply knowledge to their characters and scenes. Students will be assessed on their performance of a duologue from the script, they will learn lines in preparation for homework.
Spring term 2nd Half	Scripted Exploration 2: Students will continue to prepare their duologues and explore the play and its themes through practical workshops. Students will develop their ability to reflect on this process and their creative decisions, answering questions about how they could perform roles to communicate
Summer term 1st Half	Stage Combat: Students will explore the rules and expectations surrounding stage combat. We will practice moves, discuss safety and incorporate combat into scenes successfully.
Summer term 2nd Half	Practitioners and Styles: Students will be introduced to 3 notable theatre practitioners and their different styles of performance. They will experiment with these styles in workshops and create their own work in response, reflecting on their ability to create meaning for the audience.
Assessments	Students will be assessed formally once every term in lessons. Students will be assessed on the skills they have been developing throughout each topic, using previous feedback to show progress over time. Students will have a tray containing assessment booklets for each term. Students will also be continually assessed by their teacher using the Drama Formative Assessment strategies which include Spotlighting performance, verbal feedback, mini
Homework Structure	Homework will consist of research tasks, some short written tasks and reflections. These will be set when appropriate (usually once per term).
School-based enrichment opportunities	There will be an opportunity for students to get involved with rehearsals outside of lessons to develop their skills. At least once every two years there will be a whole school production where students are welcome to audition. We also have a weekly Drama club that is open to all and performs a Summer Showcase each year.

Drama – Year 9

Key Learning Objectives	• Reinforce and develop ground rules, expectations including the use of the Drama Spaces. • Develop the communication skills necessary for good drama to take place. • Understand the demands of the GCSE course by completing a mini GCSE style tasks over the course of the year. • Provide opportunities for discussion work and both teacher and student self-assessment of individual and group strengths and weaknesses. • Develop students' confidence and skill in using performance and communication skills to a good level. • Develop students' confidence and ability to structure drama-making, performing and evaluating. • Develop students' use of evaluation and target setting.
Curriculum Content:	
Autumn Term 1st Half	Mock Component 1: Exploring a stimulus and devising: Exploring an engaging theme (e.g. drug addiction, homelessness) using drama skills and building up to creating a devised piece of performance as part of a group, using different Drama techniques and styles. Students will conduct research to strengthen their performance.
Autumn Term 2nd Half	Mock Component 1: Exploring a stimulus and devising: Continued exploration of the topic using drama skills leading to students performing devised pieces to an audience. Students will reflect on the process, analysing and evaluating their impact.
Spring Term 1st Half	Mock Component 2: Performance from Text Applying prior knowledge to staging a section of a script to an audience, taking on board character, research and design elements. Students explore the script and its themes, culminating in a performance of a key extract.
Spring Term 2nd Half	Mock Component 2: Performance from Text Students will study the play text further through the eyes of a director, actor and designer. Students will develop their own ideas for the script and answer questions outlining their creative decisions using key drama terminology.
Summer Term 1st Half	Live Theatre: Students will watch a recorded piece of live theatre, analysing and evaluating the Drama elements throughout. Students will reflect on the meaning created and the impact this has on the audience.
Summer Term 2nd Half	Dragons Den: Students will explore the transferable skills that Drama can offer them as they move on to GCSEs and the wider world. They will prepare short interview scenes and work on pitches to develop their ability to communicate and present themselves professionally.
Assessments	Students will be assessed formally once every term in lessons. Students will be assessed on the skills they have been developing throughout each topic, using previous feedback to show progress over time. Students will have a tray containing assessment booklets for each term. Students will also be continually assessed by their teacher using the Drama Formative Assessment strategies which include Spotlighting performance, verbal feedback, mini
Homework Structure	Homework will consist of research tasks, some short written tasks and reflections. These will be set when appropriate (usually once per term).
School-based enrichment opportunities	There will be an opportunity for students to get involved with rehearsals outside of lessons to develop their skills. At least once every two years there will be a whole school production where students are welcome to audition. We also have a weekly Drama club that is open to all and
Resources available for home-based study	All students are encouraged to go on theatre and cinema visits, take part in backstage tours where possible and read plays by a variety of playwrights, covering a variety of genres. To develop performance skills further, students are also encouraged to join local youth theatre companies.

4: Drama (GCSE)

Course Details	Exam Board: Edexcel Level: GCSE Examination Structure Component 1: Devising (40%) – Filmed performance and portfolio (coursework) assessed internally and sent off for moderation Component 2: Performance From Text (20%) – Live performance of 2 extracts, assessed by a visiting examiner Component 3: Theatre Makers in Practice (40%) - Written Exam (1h45m)
Key Learning Objectives	• Apply knowledge and understanding when making, performing and responding to drama. • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. • Develop a range of theatrical skills and apply them to create performances. • Work collaboratively to generate, develop and communicate ideas. • Develop as creative, effective, independent and reflective students able to make informed choices in process and performance. • Contribute as an individual to a theatrical performance. • Reflect on and evaluate their own work and that of others. • Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. • Adopt safe working practices.
Curriculum Content – Year 10	
Autumn Term (September – December)	An Introduction to GCSE Drama Students are introduced to each other and the course through a variety of games, exercises, improvisations, script work, and using performance skills. Practitioners and Key Skills Students will be learning about key theatre practitioners, their performance styles and exploring their techniques practically in both a workshop and performance context. The skills learned will allow students to understand the theory behind performance and apply it to their own work – both written and practical. Mock Component 1: Students will complete mini devised performances, in changing groups, after each practitioner exploration, developing their teamwork and devising skills. Students will create a poster for each practitioner explaining their methodology and encouraging further research. Students will keep a Drama log of reflections about process and practitioners, they will also analyse and evaluate the work they create. These performances and notes will be assessed using GCSE Criteria. Component 1 – Devising: Students will be given a variety of stimuli which they must explore in groups to create an original piece of drama, applying knowledge of practitioners to influence style, form, structure etc. Throughout the devising process students will spend time in a computer room answering questions that will contribute to their Devised portfolios. Students will be assessed on work in progress.

Spring Term (January - April)	Continued Component 1 – Devising performance: Students will continue to develop their devised performances and work on their Drama portfolios. Students will perform their final devised pieces, dress/tech rehearsals may be performed to an invited audience. Component 1 – Devising portfolio: Students will complete their Drama portfolios analysing and evaluating the devising process and final performance. This will be completed in controlled conditions in school, with preparation at home. Students will receive feedback from teachers on a draft copy before making improvements and submitting their final portfolio. This will be assessed by teachers and sent off for external moderation. Live Theatre: Students will have the opportunity to attend a theatre trip to watch some live theatre with other KS4 and KS5 Drama students. Students will spend time reflecting on the trip in lessons and writing about how meaning is communicated to the audience.
Summer Term (May - July)	Component 3 - Set Text Preparation: Students will begin to explore our GCSE set text (An Inspector Calls) both in practical workshops and theory lessons. Students will explore the themes, characters and social, cultural and historical context of the play, alongside developing their understanding and ability to make decisions as a director, actor and designer. Students will complete a reduced component 3 mock towards the end of the summer term. Mock Component 2: Students will continue to explore An Inspector Calls as a class. They will work on how to successfully stage an extract of the play and will develop their performance skills and characterisation. They will perform a mini mock and be assessed using the GCSE exam criteria.
Curriculum Content – Year 11	
Autumn Term (September – December)	Component 3 – Set Text Preparation: Students will continue to explore An Inspector Calls. Developing understanding of the play, themes, S/C/H context alongside enhancing skills of writing as an actor, director and designer. Students will unpack the written exam and prepare how to approach each of the questions. Component 3 – Live Theatre Preparation: Students will be given the opportunity to attend a piece of live theatre alongside KS5 students. It is encouraged that all students attend the trip (another will be available in the Spring term). Students will reflect on the trip, analysing and evaluating meaning and impact on the audience. We will dissect key moments with different theatre makers in mind and individually students will write a set of notes that they will be able to take into their mock exams. In lessons we will prepare to answer section B of the written exam. Mock Component 3: written exam (1 hour, 45 minutes) Students will complete a full component 3 mock in this term. Assessing their knowledge and understanding of Section A – Set Text and Section B – Live Theatre. Component 2: Students will begin to prepare for their Component 2 exam which will happen in the Spring Term. We will explore scripts, choose groups, complete research and begin workshopping key extracts. Students will be expected to learn their lines for homework. Students will be assessed and receive feedback on work in progress performances.

Spring Term (January - May)	Component 2: Students will continue to prepare for their component 2 exam. We will have a performance date in the Spring term where an external examiner will come to assess these. Students will take part in character development workshops in lessons and will be invited to after school rehearsals to help them to prepare. Teachers will offer feedback and facilitate. Component 3 – Live Theatre Preparation: Students will be given the opportunity to attend another piece of live theatre alongside KS5 students. It is encouraged that all students attend the trip. Students will reflect on the trip, analysing and evaluating meaning and impact on the audience. We will dissect key moments with different theatre makers in mind and individually students will write a set of notes that they will be able to take into their GCSE component 3 exam. We will complete more exam practice whilst ensuring notes are as useful as possible. Component 3 – Set Text Preparation: Students will continue to explore An Inspector Calls. Developing understanding of the play, themes, S/C/H context alongside enhancing skills of writing as an actor, director and designer. Students will unpack the written exam and prepare how to approach each of the questions. Students will complete their GCSE component 3 exam.
Assessments	Component 1: Devising – Internal assessment of practical performance which is filmed, a portfolio is created by each student, and this is marked internally and sent off to be moderated. -Mock component 1 mini performances and reflective questions -Practitioner posters Component 2: Performance from Text – Externally assessed practical performance of 2 key extracts of a script. -Mock component 2 performance of An Inspector Calls Component 3: Theatre Makers in Practice – Externally assessed 1 hour 45-minute written exam. -Mock component 3 exam -In class assessments and practice questions
Homework / independent study	Homework will be set accordingly and is used to extend the students understanding of the process of creating Drama and performing. Students will be expected to complete research independently throughout the course. Students will develop their writing skills and learn how to collect evidence. Students will complete their final written devising portfolios, part of which can be planned from home. Students will be expected to rehearse for practical assessments outside of lesson time.
School-based enrichment opportunities	We offer all GCSE students the opportunity to go to the theatre to see a show at least once during the course however we will aim for 2 trips. GCSE students have access to both drama studios for group, solo rehearsals and coursework queries. Students are also encouraged to take part in school productions.
Resources available for home-based study	A Student Study book is available online or we could order this book in bulk if enough students and parents would like to purchase a copy. The GCSE Drama specification is also available to view and download online which has detailed information about each component including assessment criteria.

Drama and Theatre – A-Level

Course Details	Exam Board: Edexcel Level: A-Level Examination Structure: Component 1: Devising (40%) – Filmed performance and portfolio (coursework) assessed internally and sent off for moderation Component 2: Text in Performance (20%) – Live group performance and monologue assessed by a visiting examiner Component 3: Theatre Makers in Practice (40%) - Written Exam (2h30m)
Key Learning Objectives	• Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. • Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre. • Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre. • Understand the practices used in 21st-century theatre making. • Experience a range of opportunities to create theatre, both published text-based and devised work. • Participate as a theatre maker and as an audience member in live theatre. • Understand and experience the collaborative relationship between various roles within theatre. • Develop and demonstrate a range of theatre-making skills. • Develop the creativity and independence to become effective theatre makers. • Adopt safe working practices as a theatre maker. • Analyse and evaluate their own work and the work of others.
Curriculum Content – Year 12	
Autumn Term (September – December)	Practitioners: Students will study a variety of practitioners in detail, including Konstantin Stanislavski, Bertolt Brecht, Jacques Lecoq, Antonin Artaud, Steven Berkoff, Kneehigh, Joan Littlewood, Punchdrunk and Frantic Assembly. Throughout this term, they will study the pedagogy and practical exercises of each practitioner while creating short mock devised performances. Students will complete write ups for each practitioner as part of their Drama log. Component 1 – Devising: We will explore a play text, eventually focusing on a key extract which students will then respond to as their stimulus. They will be expected to explore further, research deeper and work collaboratively towards creating an original piece of drama (Internally assessed and externally moderated). This devised performance will have a strong influence from a chosen practitioner and their style whilst linking to the stimulus. Component 3 - Page to Stage: Realising a Performance Text Students will begin their study of their modern performance text, <i>That Face</i> by Polly Stenham, in preparation for the written exam. They will explore the play practically and theoretically, creating ideas for staging the play from an acting and design perspective.
Spring Term (January - April)	Component 1 – Devising: Groups will finalise their devised performances culminating a showcase where students will be able to invite an audience. Students will perform their devised pieces (internally marked, externally moderated). Component 1 – Portfolio: Students will complete their component 1 portfolios, drawing on the notes they have made throughout the process.

	Live Theatre: Students will be taken to watch a piece of live theatre (every student is expected to attend) then we will explore the play, themes, context, costume, set etc. Culminating in students writing 500 words of notes that they will take into their summer mock. Students will look closely at the structure of exam questions and the importance and relevance of theatre in the modern world.
Summer Term (May - July)	Component 3 - Interpreting a Performance Text Students will begin their study of their classical performance text, <i>Antigone</i> by Sophocles, in preparation for the written exam. They will explore the play practically and theoretically, creating their own performance concepts in the style of a chosen practitioner. Students will also explore the original performance conditions of the play and take this knowledge into their own interpretations. Component 2 – Text in Performance: Students will explore a monologue/ duologue from one of our set texts for a mock component 2 assessment. We will refine performance skills through actor workshops and students will be expected to complete detailed character studies.
Curriculum Content – Year 13	
Autumn Term (September – December)	Component 3 – Mock Preparation: Students will continue their study of our set texts in lessons. Students will create concepts for section C of the exam and undergo in-depth research into the play, context, playwright, past performances etc. Students will explore the exam questions and prepare to answer them in the written exam. Component 2 – Text in Performance: Students will start to look through scripts and consider what they'd like to work on for component 2. Students will explore options before settling on a group piece and a monologue. Students will learn lines and complete character development workshops. Live Theatre: Students will be given the opportunity to see a further piece of live theatre. Amending notes and practicing answering questions for the exam. Component 3 – written exam mock: Students will complete a full component 3 mock in the hall.
Spring Term (January - May)	Component 2 – Scripted: Students will complete their rehearsal process for the scripted component. Students will perform their finished work to an external examiner who will watch and assess students. Students can take a performance or design role. Component 3 – Theatre Makers in Practice: Students will continue to explore the set texts and live theatre before sitting their 2h30m written exam. Students will ensure their live theatre notes are ready for the exam.
Assessments	Component 1: Devising (Internally assessed, externally moderated) -Mini mock performances -Drama log books and research Component 2: Text in Performance (Assessed by visiting examiner). -Mock performances -Character explorations Component 3: Theatre Makers in Practice (Written exam which is externally assessed). -Multiple trips – discussion -Practice papers
Homework / independent study	Often set at least three times a term to support and prepare for coursework assignments. Depending on the component being covered, students will be expected to learn lines in preparation for a role or roles that they are playing in performances.

Equipment required	Two Set Texts for Component 3 (That Face or Antigone). As part of the course, students will also go on minimum two theatre trips to see two different live productions to review as part of their written exam.
School-based enrichment opportunities	We offer all A-level students the opportunity to go to the theatre to see a show at least once during each year of the course. A-level students have access to both drama studios for group, solo rehearsals and coursework queries. Students are also encouraged to take part in school productions.
Resources available for home-based study	A Student Study book is available online or we could order this book if enough students and parents would like to purchase a copy. The A-level specification is available to view and download online which has detailed information about each component including assessment criteria.