



**Head of Department – Miss M Clarke**

## **Drama**

### **What will pupils gain from this subject?**

Llanwern High Drama department is committed to providing students of all ages and abilities with the opportunity to develop and value their creative skills. We believe that we have a responsibility to give students the skills that will help them, not only in lessons, but throughout every aspect of their lives. Every lesson in Drama encourages students to collaborate, work as a team and to understand that we can achieve our best only with the support and dedication of those around us. Students develop the ability to listen and adapt to the ideas of others, lead by example and to encourage the less able. They are constantly challenged to find new and interesting ways of solving problems in the most creative way possible; indeed, creativity is at the very heart of what we do. Our greatest strength as a species is our ability to adapt, innovate and create, and this essential part of what makes us human is constantly being stretched in Drama. Students also develop the confidence necessary to perform at their best under pressure, a skill that is just as applicable to a job interview or presentation as it is to an actor on stage.

## **The Content of Key Stages**

### **Key Stage 3**

Our KS3 Drama curriculum is based upon developing student imagination, communication and creativity whilst assessing progress in the three essential areas of making, performing and responding in Drama.

The lessons focus on building strong foundation of performance skills and developing interpersonal and communication skills. All lessons are taught practically in the purpose built studios making use of the lighting and sound rig.

The KS3 curriculum is wide ranging and currently covers dramatic styles, genres, text, social issues, improvisation techniques, mask work, scripting and using performance support techniques.

### **GCSE**

Through practical and theoretical study, the GCSE Drama syllabus encourages students to understand and enjoy Drama by:

- Developing their performance skills, both individually and in groups;
- Considering ways in which ideas and feelings can be communicated to an audience;
- Discovering the performance possibilities of texts and other stimuli;
- Devising dramatic material of their own.

At GCSE the Drama course is split into three units.

#### **Unit One**

A combination of both written and practical assessment. The assessment takes the form of a devised piece and a written evaluation of their practical performance (internally assessed and externally moderated).

#### **Unit Two**

Performance from a text (externally examined and moderated).

### **Unit Three**

A written examination comprising of three questions. Two are based on their set text and the third is an evaluation of their Unit Two performance (externally marked and moderated).

This is a varied and challenging course allowing students to practically explore a diverse range of theatrical approaches, conventions and techniques. It provides students with an excellent foundation for post 16 courses.

As part of the course students are offered opportunities to broaden their experiences outside the classroom working with practitioners, participating in workshops and attending a number of theatre performances.

### **Key Stage 5 (AS/A level)**

A level Drama and Theatre Studies  
Edexcel GCE in Drama and Theatre Studies

### **AS Level**

#### **Unit 1 Exploration of Drama and Theatre**

Content summary: This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance.

Assessment: This internally assessed unit requires students to explore two contrasting play texts chosen by the centre, in a practical and active way. At least one of the plays must be explored in the light of a recognised theatre practitioner. A DVD of one session of the practical work must be made available for use in moderation. A set of exploration notes must be submitted. Students are also required to experience a live theatre performance and submit an evaluation.

#### **Unit 2 Theatre Text in Performance**

Content summary: This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.

Assessment: This is an externally assessed unit. The first section requires students to offer either a monologue or dialogue. The second section requires students to contribute to a performance of a professionally published play by a known writer. Students may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs.

## **A2 THEATRE**

### **Unit 3 Exploration of Dramatic Performance**

Content summary: This unit requires the creation of a unique and original piece of theatre work. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

Assessment: Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete an evaluation on both the process and performance of their work. Written evidence will be required reflecting the research and development work as well as a DVD of the final performance.

### **Unit 4 Theatre Text in Context**

Content summary: This externally examined written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development.

Assessment: This externally assessed unit takes the form of a 2 hour and 30 minute written paper in three sections. Section A and B require students to explore one play, from a choice of three set play texts, from the point of view of a director in both an academic and practical way. In Section C one selection must be made from a choice of three historic periods of theatre history. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play.