

Welcome to the Drama department at Stuart Bathurst.

We aim to provide students with the skills to develop their confidence, leadership, communication, time management, organisation, creativity and well-rounded individuals who are confident to explore and question the world around them. We aim to inspire a love of drama and theatre arts in the pupils of Stuart Bathurst. Build a curriculum that will help pupils understand drama as an art form, but also develop social and emotional intelligences through exploration. Create opportunities for pupils to broaden their cultural experiences through both curricular and extra-curricular visits, workshops, and activities.

The Drama department key values are:

- Trust and respect for all as a ground for successful classroom drama.
- The vital importance of children and young people experiencing a range of drama, theatre, and performance art during their school years, as this will enrich their lives in a multitude of ways, giving them the cultural capital to be able to function in modern society.
- Drama as a discrete subject, with its own body of knowledge and skills, that requires the specialist expertise of a Drama practitioner in order for pupils to progress and achieve.

Goals for Pupils:

- Develop a love of drama through active participation in drama activities, witnessing inspirational drama and theatre live, and their own independent endeavours.
- Demonstrate an understanding of the creative process using subject specific vocabulary.
- Perform or create works of personal and collaborative expression and bring the works to fruition using applicable skills.
- Articulate a reflective and critical evaluation of one's own and other's efforts using written and/or oral communication.

KS3 Summary/Topics

<u>Year 7</u>		
<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
How to create a character based on your own ideas and those of the playwright. Character development Voice Gesture Movement Reacting Levels and status Motivation – Introduction to Stanislavski Curious Incident Metamorphosis	<u>Theatre Craft</u> Creating a New World: Stage design and learning how to evaluate live theatre based on Odyssey. Splendid -Dr Faustus Live Performance. Evaluation	Learning about the past to influence our futures. Using scripts to explore the experiences during World War Two. Abeit Macht Frei – Boy in the stripped PJ
Live theatre opportunity. The Boy in the Dress. (RSC)	Macbeth Elizabethan Theatre Design Stage fighting Reinterpretation of a story that you know.	<u>Summer Term 2</u> Musical theatre – Hamilton Grease Greatest Showman RENT

<u>Year 8</u>		
<u>Autumn Term I</u>	<u>Spring Term</u>	<u>Summer Term</u>
Brecht Epic Theatre – Verfremdungseffkt The Past Spas Gestus Montage Boxing Ring theatre	Verbatim Theatre - Unnatural disasters link with English _ Grenfell - Knife Crime Long Road Practitioner - Mark Wheeller	Scripted Drama Blood Brothers - Design – Edward Gordan Craig
Devising in the Epic Style Multirole playing Didactic theatre Placards Political messages	Scripted Drama DNA- Dennis Kelly	Devised Drama The Mysterious Case of Amy Whittiker
<u>Year 9</u>		
<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Surrealism Melting clocks using Abstract art as a stimulus to devise drama.	Greek Theatre – Antigone National theatre production Live Review Spelndid theatre	Restorative Justice – The Long Road ; Hard to Swallow: Blackout, Trainers
Using surrealism to understand Shakespeares tragic leading roles. Artaud - Extracts of Jekyll and Hyde	Frantic Assembly - Physical Theatre Chair Duets Round by Through Hymn Hands	Theatre Design – Lighting and Sound Stage in a Box Monologues

KS4 Summary/Topics/Exam information

The course is taught over 120 guided learning hours (GLH). The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components to achieve the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts			
Term	Component title	Assessment method	GLH
Autumn term	Exploring the Performing Arts	Internal	36
Spring term	Developing skills and techniques in the Performing Arts	Internal	36
Summer term	Performing to a brief	Synoptic external	48

Component 1 BTEC TECH AWARD- Performing Arts Acting

Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

Examine professional practitioners' performance work.

Explore the interrelationships between constituent features of existing performance material

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- Brechtian Theatre – Metamorphosis – Splendid theatre
 - Frantic Assembly – Curious Incident of the Dog in the Night Time
 - Stanislavski – DNA Dennis Kelly
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Component 2 BTEC TECH AWARD-

Teachers – John Godber

Shakers- John Godber

Bouncers- John Godber

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1. Develop skills and techniques for performance.
 2. Apply skills and techniques in rehearsal and performance.
 3. Review own development and performance
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Component 3 BTEC TECH AWARD-

The Exam board will set a stimulus that will be released and students must devise a performance which meets a specific brief.

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1. Developing ideas in response to a brief.
 2. Selecting and developing skills and techniques for performance.
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KS5 Summary/Topics/Exam information

The WJEC Eduqas A level in Drama and Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education. This highly practical course provides learners with the opportunity to work as either performers and/or designers on three different performances.

In Component 1 Students reinterpret a text to create a piece of theatre which is a combination of the selected text and original ideas. In Component 2 Students engage with a stimulus to create two pieces of theatre; one an interpretation of a text of their own choice and the other a devised piece.

Both Components 1 and 2 are designed to encourage students to make connections between dramatic theory and their own practice. While preparing their practical work, students will explore the work of two theatre practitioners (individuals or companies) of their own choice and then apply their research to their performances or designs. Students are also required to watch at least two live theatre productions and learn about the processes and practices involved in interpreting and performing theatre. In Component 3, students explore two complete performance texts and one extract from a third text. There is an exciting and diverse list of texts to choose from; centres must select one which was written before 1956 and one which was written after 1956.

Component 1:

Theatre Workshop

Non-exam assessment: internally assessed, externally moderated 20% of qualification

Students will be assessed on either acting or design.

Students participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by Eduqas.

The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

Learners must produce:

- a realisation of the performance or design
- a creative log.

Component 2: Text in Action Non-exam assessment: externally assessed by a visiting examiner 40% of qualification

Students will be assessed on either acting or design.

Students will participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by Eduqas:

1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)

2. an extract from a text in a different style chosen by the learner.

Students must realise their performance live for the visiting examiner. Students choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work.

Component 3: Text in Performance Written examination: 2 hours 30 minutes
40% of qualification

Sections A and B Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination. Two questions, based on two different texts, one written pre-1956 and one written post-1956. Pre-1956: *Machinal*, Sophie Treadwell
Post-1956: *Saved*, Edward Bond

Section C Closed book: The extract of text required for answering the questions will be printed on the examination paper. A question based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens
Details of the 10-15 minute extract will be released during the first week of March, in the year in which the examination is to be taken.

Extra-curricular opportunities

The drama department passionately believes in making live performance available for young people. Drama trips are run often to support student's classroom understanding. Our BTEC TECH award cohort has recently seen 'The Curious Incident of the Dog in the Nighttime' in the West End. This trip benefited greatly students in understanding how a play text/ novel is adapted for stage.

Key Stage 3 students are also involved in our fun filled extra-curricular activities which include a Shakespeare School festival Performance, and the opportunity for all Year 7 students to see RiseTheatres performance of *Romeo*. Gifted and Talented Drama students also have the option of attending an additional workshop with Rise Theatre and have performed in the Liverpool Echo arena and Wembley Arena with older students, helping to developing student directors and student leadership at KS4.

In the past 6 years many students have taken part in the schools' Shakespeare Festival which gives young people the opportunity to perform on a professional stage.

Useful websites