



Meridian  
Trust

# Curriculum Overview

# Drama



# Curriculum Overview

## Key Stage 3

### Curriculum Aims

For some students, this will be their first time attending regular Drama lessons. The aims are to introduce an awareness of what Drama is and foster a love for the subject.

Whilst learning and practising creative Drama techniques the students will unknowingly be working on building life skills such as creativity, communication, and dedication. They will gain confidence that will help them throughout their time in education and build skills that they will take into the world of work.

The trust champions the Arts, seeing the value therein and therefore all students take part in Drama lessons during Key Stage 3. This gives them a thorough awareness of the subject matter and enables them to make an informed choice whether they want to continue their Drama studies at Key Stage 4 or not..



### Key Curriculum Content

Students participate in a cycle of creating, performing and evaluating their work within each scheme of learning.

Students will work in various formations including independent work, pairs small groups and as an ensemble/whole class.

Students will work to both devise their own work and perform scripted pieces from published plays.

The content and sequencing of the curriculum is as follows:

- Basic stage techniques such as proximity to the audience and other characters. Vocal projection;
- Physicalisation of character including gesture, stillness, expression, posture, facial expressions and movement;
- Vocal skills appropriate to role and situation including pitch, pause, pace, tone accent, volume, clarity and emphasis;
- Creating a play including elements of an interesting story enabling them to develop imaginative and developed ideas;

*“THROUGHOUT THE CURRICULUM STUDENTS DEVELOP A LIFELONG LOVE OF LEARNING AND THE NECESSARY SKILLS TO BE A RESILIENT, CONFIDENT AND INDEPENDENT LEARNER.”*

- Dramatic techniques such as levels, split focus, flashback, monologue, duologue, dialogue, choral speaking and still image and multi role playing.



# How are students taught and assessed?

Drama is taught mainly through practical group work. Students are introduced to a topic, spend time exploring, learning and developing skills whilst creating and improving work.

Drama work is created around various themes and practitioners including (but not limited to) Stanislavskian, Brechtian and Physical Theatre styles.

Showing of work both at work in progress and completion stages is common practice. Peer and teacher feedback are a huge part of the learning process.

Students are taught to work together as a team to develop their negotiation and listening skills, working to reach compromises, to be inclusive of the ideas of others as well as offering their own ideas.

Schemes of learning throughout the trust offer opportunities to learn about diversity and gain knowledge of the wider world.

Each termly scheme of learning culminates in a practical assessment and a written evaluation giving students a grade which is tracked and fed back. Students are then encouraged to act on the feedback to enable them to improve.

Typical Curriculum Allocation: 1 or 2 hours per fortnight or on a carousel with other Arts subjects





# Curriculum Overview

## Key Stage 4

### Curriculum Aims

We prepare students for success at GCSE Drama by enabling students to:

- 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 learners 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.



GCSE courses promote involvement in drama, as performers and/or designers. Students are given opportunities to participate in and interpret their own and others' drama.

Students have the option to work practically as performers and/or designers. They investigate as practitioners and genres of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques.

## Key Curriculum Content

The GCSE courses and specifications are designed to integrate knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities.

Across the three components learners will study:

- one complete performance text;
- two extracts from a second contrasting performance text placed within the context of the whole text;
- either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

Students will have the opportunity to work practically as designers and/or performers on one devised performance (component 1) using the techniques or characteristics of their chosen theatre practitioner or genre and one performance based on a contrasting performance text (component 2).



The third component involves analysing theatre. This culminates in a written examination based on a set text and a live performance seen during the course.

## How are students taught and assessed?

Students will have the opportunity to work practically as designers and/or performers on one devised performance (component 1) using the techniques or characteristics of their chosen theatre practitioner or genre and one performance based on a contrasting performance text (component 2).

The third component involves analysing theatre. This culminates in a written examination based on a set text and a live performance seen during the course.

Typical Curriculum Allocation:  
5 hours per fortnight

**Realising:** apply theatrical skills to realise artistic intentions. This is assessed through the performance or design (realised in performance).

- A portfolio of supporting evidence.
- Evaluating: analyse and evaluate their own work. This is assessed through a written evaluation completed under supervised conditions.

**Performing text:** This component assesses the final realisation only. In addition students must submit: for performance candidates, a brief account of how they aim to interpret their chosen character, for design candidates, a brief account of how they aim to interpret the chosen scene(s) through design.

**Analysing text:** a series of questions assessing knowledge and understanding of an extract from a set text and one question assessing knowledge and understanding of the wider text.

In addition to this, students will be expected to provide basic details of a production they have seen and answer one question, from a choice of two, assessing analysis and evaluation of a given aspect of a live theatre production.



# Curriculum Overview

## Key Stage 5

### Curriculum Aims

A level in Drama and Theatre offers a practical and challenging course of study which continues and develops knowledge learnt at GCSE level and encourages students to:

- 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 twenty-first 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/evaluate own work and the work of others.



### Key Curriculum Content

Students study five performance texts (two complete texts and three key extracts from three different texts, studied in the context of the whole text) representing a range of social, historical and cultural contexts. The complete texts are studied for the written examination and the key extracts are divided between all three components.

Learners also study two influential theatre practitioners (individuals or companies) and produce three performances; one text performance, one devised performance and one performance based on a creative reinterpretation of an extract from a text.

The content is divided between the three components.

**Component 1:** Creation, development and performance of: one reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company.

**Component 2:** Participation in the creation, development and performance of one devised piece using the working methods and techniques of a second different influential theatre practitioner or recognised theatre company and one extract from a text in a different style to the devised performance.





**Component 3:** Exploration of two complete performance texts from different historical periods and one extract from a third contrasting text.

In Components 1 and 2 students are given the opportunity to develop performing and/or design skills as appropriate to their interests. Learners must choose one skill, this could be performing, sound design, lighting design, set design (including props) or costume design (including hair and make-up).

## How are students taught and assessed?

Five performance texts are studied (two complete texts and three key extracts from three different texts studied in the context of the whole text) representing a range of social, historical and cultural contexts. The complete texts are studied for the written examination and the key extracts are divided between all three components. Students also study two influential theatre practitioners (individuals or companies) and produce three performances; one text performance, one devised performance and one performance based on a creative reinterpretation of an extract from a text.

This content is divided as follows between the three components. Component 1- participation in the creation, development and performance of one reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company.

**Typical Curriculum Allocation:  
6 hours contact time per fortnight**

Component 2- participation in the creation, development and performance of one devised piece using the working methods and techniques of a second different influential theatre practitioner or recognised theatre company and one extract from a text in a different style to the devised performance.

Component 3- exploration of two complete performance texts from different historical periods and one extract from a third contrasting text.

In Components 1 and 2 students are given the opportunity to develop performing and/or design skills as appropriate to their interests

They may either choose the same skill for both Components 1 and 2, or a different skill for both Components 1 and 2 from performing, sound design, lighting design, set design (including props) or costume design (including hair and make-up).

Three published play texts will be assessed in every exam series in component 3- written examination. Students answer questions in relation to their chosen texts. In this examination learners are also assessed on their knowledge, understanding and use of specialist subject terminology.



# Curriculum Overview

## Enrichment

### Beyond the classroom

Schools across the trust have access to a variety of extra-curricular clubs. These include clubs for specific key stages, whole school productions and technical theatre workshops.

After school rehearsals and interventions are put in place for GCSE and A Level students, with some schools offering weekend rehearsals leading up to a performance date.

Meridian Trust runs competitions such as 'Meridian's Got Talent' as well as celebratory performances in which schools across the trust are divided into Hubs according to location and performance talent is shared.

Attendance at outside Drama Schools and clubs is encouraged for those who are keen, and external practitioners are brought in to school to deliver workshops.

### Cross-Trust Activities

Meridian Trust primary and secondary performance showcases happen annually.

Hub performances and 'Meridian's Got Talent' are staged annually.









Meridian  
Trust

*Gibraltar Lane, Swavesey, CB24 4RS*