



Willington

COMMUNITY SCHOOL

"Drama at Willington has helped me to unlock my creativity by providing a safe space to be who I am. From a shy and nervous boy in Year 7 to a mature and confident student in year 11."

Louis Archer

"Drama gives me confidence and makes me independent with my choices. It has helped me with teamwork and connecting with other students who are not in my friendship circle"

Brandon Ford

2022 Results

32% of students achieved a grade 7 or above.

68% of students achieved a grade 5 or above.

84% of students achieved a grade 4 or above.

CURRICULUM BOOKLET

Drama

Explore, Communicate, Create

Our School Curriculum Intent

The curriculum at Willingdon Community School offers a broad, balanced, personalised and challenging educational experience, which builds on students' experiences in the primary phase of their education.

It aims to provide all students with the knowledge, understanding, skills and attitudes which are necessary if they are to become successful learners who enjoy learning, make progress and achieve the best they are capable of.

Subject Vision

Explore Communicate Create

Drama is vital for developing confident communication skills and empathy.

In studying Drama, students will develop skills in speaking, listening, reading and writing. Students will learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively in a safe environment.

The skills studied and developed in Drama are key to the modern and professional world we live in. Due to the growth in the communication and technology industry the need to be able to articulate and present your ideas with confidence across the world becomes more and more important. Developing skills in presentation and self-confidence is now a key quality required in most industries

Key Concepts in Drama



In Drama lessons, students will have the opportunity to:

- engage with a range of stimuli to develop critical and creative thinking skills
- adopt a role
- take part in improvisation
- devise scripts
- use drama forms and strategies effectively to explore and present ideas
- engage in movement
- experience live and recorded drama
- respond to a variety of texts
- analyse and evaluate performances



Programme of Study

Key Stage 4

Year 10

Term1

Naturalism (Stanislavski) and skill development
Scripted - Monster

Aspect of Course

Component 3: Texts in
Practice (practical)

Term 2

Non-Naturalism and effective devising.
Theme TBC

Aspect of Course

Component 2: Devising
Drama (practical)

Term 3 and 4

Mock component 1 & 3

Play

Blood Brothers

Aspect of Course

Understanding Drama

Term 5 and 6

Devising – A range of stimuli

Aspect of the course

Component 2: Devising
Drama (practical and log book)

Year 11

Term1 and 2

Devising from stimuli

Aspect of the course

Component 2: Devising 40%

Term 3

External practical scripted exam
Extract 1

Aspect of the course

Component 3: Texts in Practice 20%

Term 4

External practical scripted exam
Extract 1

Aspect of the course

Component 3: Texts in Practice 20%

Term 5

Preparation for the written exam

Aspect of the course

Component 1 40%

Options Booklet Entry

Component 1: Understanding Drama 40% (Written Paper) externally set and marked

This is a written exam that takes place at the end of the second year of study. This written exam is structured to enable candidates to demonstrate their knowledge and understanding of Drama skills from all aspects of the 2 years of study. Students will visit several live theatre productions in preparation for the paper and explore a variety of texts.

Students will be expected to complete a range of written tasks which will enable them to demonstrate knowledge and understanding of performance skills.

Component 2: Devising drama 40% (practical)

This component is marked by teachers and moderated by AQA.

Over the two years of study you will complete 2 practical devising units of performance for assessment. You will work with a range of stimuli such as poems, objects, pictures, newspapers and music to create original performances. Each option consists of 2 parts as the assessments take into account the student's work and contributions during the preparation period as well as their final performance:

1. Devising log (60 marks)
2. Devised performance (20 marks)

In preparation for this unit you will need to be committed to attending after school rehearsals.

Component 3: Texts in practice 20% (practical)

This component is marked by AQA.

You will have the opportunity to study and perform a range of plays. You will learn about structure, character objective, pace, technique, subtext, creating tension and comedy with plays. Your assessment for this component will consist of performing two extracts from one play for an external examiner.

Is this subject right for me?

Do you enjoy?

- Expressing yourself in a creative and confident way?
- Working as part of a group, contributing ideas and supporting others?
- Exploring new and imaginative ideas, creating your own performances?
- Working with scripts and plays?
- Attending live theatre?

You will need to demonstrate flair, imagination and creativity. Drama is not an easy option as there is a large written aspect to it. Drama is a creative and imaginative subject; commitment and a sense of humour are very important.

If you answered yes to any of these and this sounds like you, then Drama could be the right GCSE for you. Find out more by speaking to Miss McCarthy and by looking online at www.aqa.org.uk and going to GCSE Drama – overview 2016.



Assessment Plan for Key Stage 4

Year 10

Term 1

Stanislavski practical assessment

Term 2

Brecht and Berkoff Practical and written assessment

Term 3 and 4

Blood Brothers Scripted and written assessment

Term 5 and 6

Devising practical and log book assessment and PPE

Year 11

Term 1 and 2

Devising NEA 40% and PPE (internal)

Term 3 and 4

Scripted exam 20% (external)

Term 5

Written exam 40%



Programme of Study

Key Stage 3

Drama at Willingdon Community School aims to develop students' skills as creative individuals, independent learners and effective group workers. The Drama curriculum builds distinct opportunities for students to develop key skills such as communication, negotiation, compromise and self-assertion. Students are encouraged to show confidence when speaking and their vocabulary is extended when they adopt roles and characters. Students will gain an understanding of subject-specific vocabulary and will also acquire a growth mindset through reflecting on and appraising their own work and the work of others. The skills learnt are highly transferable across other subjects and into employment.

Year 7

Introduction to Drama.

Our introduction scheme aims to explore the fundamental performance skills and to develop confident communication skills when working in groups. The students will extend their understanding on use of space, physical control, gestures, facial expression, organisation and flow of piece.

They will also learn how to use freeze frame, thought tracking, mime, soundscape, levels and proxemics.

Narnia

This scheme uses both on and off text work based on the novel as the stimulus for some exciting exploration into character, improvisation, devising and ensemble work.

Shadow Puppets

To learn how to tell stories through Drama, using narrative poetry. The students will produce both a physical and shadow puppet performance of their poem

Darkwood Manor

Students will use elements of drama to create tension and create believable characters. They will develop and understanding of physical theatre and how to effectively use the space.

Greek Mythology

This scheme will explore three of the more well-known Greek myths: Pandora's Box; Perseus and Medusa; Jason and the Golden Fleece. Students will explore Greek theatre techniques such as ensemble, physical theatre and choral speech.

Harry Potter

Students will use the story of Harry Potter to explore characterisation, split scene and writing in role.

Year 8

Inside Out

In term one students will explore dramatic techniques, emotion and mental health through the Pixar movie 'Inside Out'.

Melodrama/Commedia

Students will explore stock characters and melodramatic plots. They will also learn to devise performance in the style of Commedia Dell'Arte.

Social Media

In term 3 students learn about the positive and negative impact of social media. They will create a 'Theatre in Education' Performance designed to educate a younger audience.

Physical Theatre –

In this scheme students will identify and employ the concept of using physicality to represent character and objects. They will work cooperatively to create a performance using physical theatre and abstract techniques.

The Beauty Manifesto

Students will explore the play is set in a dystopian future of extreme physical conformity, where teenagers celebrate their sixteenth birthdays with cosmetic surgery. This scheme aims to introduce students to a play in a similar way to how they might approach a set text at GCSE.

Devising

Throughout this scheme, students will develop and structure ideas for a piece of devised drama based on the theme of 'migration'. They will explore ways to combine pieces of script with their own improvisations and experiment with using a Verbatim approach within their work.

Year 9

Working with Script

In Year 9 students will learn two contrasting plays, 'Game Over' and 'Teechers'. The first is a play is a verbatim play based on the true story of Breck Bednar and the second is a comedy which explores multi role and direct address.

Assessment Plan for Key Stage 3

The Drama curriculum offers a broad, coherent and rigorous course of study. It aims to inspire creativity in students. At the end of each topic, students will be set an assessment, which aims to check their understanding of the topic, as well as developing their performing and writing skills. All assessments at KS3 will provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated. The assessments will prepare students with the knowledge and understanding required at GCSE.

How Parents/Carers can support

KS3

- Please encourage your child to participate in extra-curricular Performing Arts clubs. These can be in or out of school. Performing Arts clubs enables students to develop their confidence, creativity and social skills, which are vital for being successful in Drama lessons and beyond.
- Ask your child what their achievement grade was from the previous term, and what their teacher feedback was. Discuss how they can make sure they are implementing this feedback in their lessons in order to improve their progress this term.
- Watching Drama programmes or films, as well as going to the Theatre can enhance students' aspiration and develop their cultural capital.
- Encourage students to read scripts of plays in addition to reading novels.

KS4

- Encourage your child to respond to teacher feedback, making improvements to their work and catching up on anything missed. This is vital for both practical and theoretical elements of the course.
- Encourage your child to spend time revising from their exercise books and revision guides. Talking to your child about their learning in the subject and testing them on their knowledge will help them to commit it to their long-term memory. Students need to revise both Blood Brothers and their live review on a regular basis. You may find that websites such as BBC Bitesize and Quizlet are useful for supporting with revision.

Literacy in Drama

Studying Drama at Willingdon will support the development of literacy. In every lesson students will have the opportunities to improve their speaking and listening through role play, group work and class discussion. Drama will also provide the context to develop writing skills and vocabulary through the analysis and evaluation of performances.



Raising aspirations in Drama

Numeracy in Drama

As part of the Drama curriculum students will focus on numeracy when they learn about the design aspects of theatre. They will explore upscaling measurements and dimensions for set, costumes and props. They will also look at professional theatre learning about budgets, profit and loss within productions.

All students are encouraged to aim high in Drama. Students will always be set high expectations, which inspire, motivate and challenge.

We believe all students can benefit from studying a creative subject and that all students can, and should, make excellent progress in their time at Willingdon.

Students are encouraged to attend revision and homework clubs to further enhance their work in class.

Broadening horizons in Drama

The Drama department offers a number of enrichment opportunities for our students. We run yearly theatre trips for KS3 and KS4 students. We also organise a large-scale production every year for all year groups to take part in acting, music, lighting, set and costume.

We offer a KS3 drama club, which is led and organised by students.

British Values - Drama - Willingdon

British values are intrinsic to the work that we do in the Drama curriculum. Working in groups, co-operation, motivation and respect are the basis of the learning. This encourages the students to develop patience and self-esteem within themselves and towards others.

Democracy

In Year 8, we study 'The Beauty Manifesto'. We create a safe environment in which discussions about beauty, body image and peer pressure can be entered into. An 'opinion continuum' gives students an active way to consider and express their opinions, listen to others, and to begin discussing the themes and issues explored in the play.

The rule of law

Within the classroom, the code of conduct is clear and consistently applied. Students understand that the rules are in place to keep all members of our community safe. In year 9 we look at the harrowing true story of Breck Bednar who was groomed over the internet and brutally murdered. This powerful play educates about online safety and the repercussions of breaking the law.

Individual liberty

In Drama, we invest a great deal of time creating a positive culture, so that students are in a safe environment where choices and freedoms are encouraged. In lessons, we often create opportunities for students to choose the task that will challenge them, giving them more freedom to determine their own learning.

Mutual Respect

Mutual respect is a fundamental part of Drama lessons. When sharing work, we encourage students to build a relationship of trust with each other and therefore feel affirmed when they perform in front of the class.

Tolerance of those of different faiths and beliefs

Our migration scheme in KS3 allows students to explore character, theme and social context to an in-depth level. Students undergo a dramatic analysis of the reasons why people migrate.



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