

All boxes can be expanded to create more room if you wanted to put in bullet-points, tables, etc.

Department Title: Drama and Theatre Studies

Exam Boards: EDUQAS for WJEC

Department Vision: A brief description of your subject and the departments overall aim.

The aim of the Drama Department at Beths is to provide enjoyable, active lessons and to give students an opportunity to understand themselves both as decision-makers and problem solvers. Through drama, young people are given opportunities to express and manage their thoughts and feelings, responding to a wide range of issues and situations. Students are encouraged to work collaboratively whilst participating in a variety of shared experiences. Drama is offered across all year groups with students being given the opportunities to get involved with extra-curricular activities, such as Drama Club, and the School Production. The Drama Department is committed to promoting the development of strong character, individual responsibility and continuing commitment to personal growth for all students at Beths.

Year 7: Term 1

An Introduction to Drama and Musical Theatre

- Develop basic skills in Drama understanding the importance of stage discipline.
- Looking at the work of Roald Dahl to implement some core skills.

A Christmas Carol

- Looking at the story from a performance aspect developing ideas around characters.

Year 7: Term 2

Mime

- Understand the skills needed for mime and how it can enhance performances.

Theatre Design

- Understand all the elements that are needed to create theatre performances from lights, sound, set and props, costume, hair and make-up.

Year 7: Term 3

Lord of the Flies

- Learning and rehearsing lines from the stage adaptation looking into the savage nature of the boys on the island.

WW2 Evacuees and Refugees

- Look into the refugee process of WW2 and the similarities to modern day refugee issues.

Year 8: Term 1

Diversity and World Theatre

- Study of texts such as Noughts and Crosses and Barber Shop Chronicles plus theatre styles from around the world.

DC/Marvel Comics

- Using comic plotlines and characters to develop stage skills and creativity

Year 8: Term 2

Mysteries

- Exploration of the popular Sherlock series developing performance skills and staging.

Acting for Film

- Looking at scripts and techniques used when performing for the screen.

Year 8: Term 3

Making a movie

- Taking techniques from the previous term create a mystery style movie.

Devising and Improvisation

- Recap of all the skills learnt over the past two years to create new devised pieces of theatre.

Year 9: Term 1

Physical Theatre and Movement

- Understand the basic skills of physical theatre and after several workshops create a final performance just before Christmas.

Year 9: Term 2

Script work

- A variety of scripts will be studied looking at how different Practitioners have influenced performances over time.
- Main focus of Brecht and Stanislavski

Year 9: Term 3

Making a Movie

- Using the skills learnt in Year 8 movies will be refined with more skill and precision with camera angles, genre and acting.

Final Year Project

- Devising performance based on all the skills learnt during KS3.

Year 10: Term 1

Introduction to GCSE Drama

- Skills—what will be needed for the course
- Practitioners—who we will be studying and going into their techniques
- Genres—developing knowledge built in year 9
- Theatre Trip—section B of the written exam and inspires performance work

Year 10: Term 2

Component 1 Mock

- Performance, Portfolio and Evaluation run through preparing students for the final version in Year 11

Component 3 Text

- Refugee Boy by Benjamin Zephaniah adapted by Lemn Sissay
- Looking at acting, staging and directing the text

Year 10: Term 3

Start Component 1

- Introduction of the exam stimulus
 - Research and development of ideas
- Component 3 Text and Live Theatre Evaluation

- More depth into stage design
- Using theatre trips and live recordings to develop knowledge of Section B of the exam

<p><i>Year 11: Term 1</i></p> <p>Component 1 Exam Prep and Performance.</p> <ul style="list-style-type: none"> Complete Devised performance, portfolio and evaluation. <p>Component 3—</p> <ul style="list-style-type: none"> Set Text and Theatre Evaluation <p>Students given Component 2 before Christmas break.</p>	<p><i>Year 12: Term 2</i></p> <p>Component 2 Exam</p> <ul style="list-style-type: none"> Text In Performance in front of a visiting examiner. <p>Component 3</p> <ul style="list-style-type: none"> Set Text and Theatre Evaluation. 	<p><i>Year 11: Term 3</i></p> <p>Component 3 focus until the exam.</p> <ul style="list-style-type: none"> Revising set text. Revising theatre review. Practice papers.
<p><i>Year 12: Term 1</i></p> <p>Introduction to Practitioners and Theatre Companies.</p> <p>Component 3 Exam Prep</p> <ul style="list-style-type: none"> Set text one looking at cultural, historical and social elements of the text. 	<p><i>Year 12: Term 2</i></p> <p>Component 1 Exam</p> <ul style="list-style-type: none"> Performance. Written report completed. <p>Component 3 Exam Prep</p> <ul style="list-style-type: none"> Mock exam questions on set text one. 	<p><i>Year 12: Term 3</i></p> <p>Component 2 Prep</p> <ul style="list-style-type: none"> Introduced to stimulus. <p>Component 3 Exam Prep</p> <ul style="list-style-type: none"> Start second set text looking at cultural, historical and social elements of the text.
<p><i>Year 13: Term 1</i></p> <p>Component 2 prep</p> <ul style="list-style-type: none"> Understanding choice of style. Developing devised work. Rehearsing text performance. 	<p><i>Year 13: Term 2</i></p> <p>Performance of Component 2</p> <ul style="list-style-type: none"> Devised performance in style of theatre practice. Scripted performance in style of practitioner. <p>Component 3</p> <ul style="list-style-type: none"> Set extract given by exam board to work on. 	<p><i>Year 13: Term 3</i></p> <p>Component 3</p> <ul style="list-style-type: none"> Revision of the 3 set texts ready for the final exam.

Assessment: a brief description on what students are assessed on and how often. This section can be grouped key stages.

KS3: Interim performance assessment looking at the technique within the topic

KS4: Component 1 (40%) Portfolio—30 marks, Performance—15 marks, Evaluation—15 marks. Component 2 (20%) Performance—60 marks. Component 3 (40%) set text—45 marks, theatre review—15 marks

KS5: Component 1 (20%) Research, Developing and Reflecting—30 marks, Realising—30 marks. Component 2 (40%) Researching and Developing—20 marks, Realising—30 marks, Reflecting and Evaluating—30 marks, Component 3 (40%) written paper—120 marks

Reading list/Useful websites: This section can be grouped key stages.

Watch as much live theatre as possible looking at how the actors create their characters, stage is design, how it could be directed differently and the impact it has on the audience

Refugee Boy by Benjamin Zephaniah adapted by Lemn Sissay

Accidental Death of an Anarchist by Dario Fo

Hedda Gabler by Henrik Ibsen

The Curious Incident of the Dog in the Night-Time by Mark Haddon, adapted by Simon Stephens

Related Careers: A bullet pointed list of jobs that would relate to the departments subject.

Casting Director, Choreographer, Cinematographer, Copywriter, Critic, Designer (lights, sound, set, costume, hair and make—up, props, SFX), Director (stage, TV, film, adverts, radio), Journalist, Marketing, Media and Television, Performer (actor, dancer, singer, circus, musical theatre, TV presenter, radio), Producer, Stage Manager, Teacher (university, primary, secondary, vocal and acting coaches), Theatre Manager, Therapist, Writer (books, plays, films, musicals, adverts), Lawyer, Youth Worker, Management, Public Relations

Life skills you learn: attention to detail, communication, commitment, compassion, confidence, creativity, deadlines, discipline, empathy, learn about yourself, organisation, new ways of thinking and viewing the world, physical fitness, problem solving, public speaking, self-belief, teamwork, technical understanding, time management