

Drama

Curriculum Booklet for 2026-2027

Subject Lead: Mr Gannon

Midsomer Norton Schools Partnership

Drama Curriculum Intent:

“Great theatre is about challenging how we think and encouraging us to fantasise about a world we aspire to.”

Willem Dafoe

Making drama and experiencing theatre is part of the human experience. Drama spans our histories and cultures and is a vital and treasured part of our lives. We aspire for children to become independent, ambitious, creative, versatile, and confident in Drama. Through creative exploration in Drama and theatre pupils learn to lead passionate and compassionate lives and are encouraged to follow our whole school ethos of living ‘Life in all its fullness’.

Our aim is that all Drama created here should have integrity, equality and embody respect for all. We inspire our pupils to produce the highest possible standard of practical and written work.

At Pyrland, students learn to use a variety of Drama techniques and skills which are essential transferable skills that will support our students as they go forward in their lives. These include communication, confidence, teamwork and resilience. Students also get the opportunity to develop analytical and critical thinking skills through the study of several playwrights, genres and practitioners. Through these lessons students develop the key practical skills and essential knowledge required to support them to become stronger and more confident performers.

In studying drama at Pyrland, students will be inspired to take risks, think critically and build social cohesion through collaboration. Students will develop creativity, cognition and empathy. We also encourage students to develop the essential transferable skills ensuring students are ready to move into further education and beyond as confident young people.

Students learn independently about their theatrical heritage and theatre traditions from around the world meaning that students become more culturally aware. They should become informed theatregoers with an ability to critique confidently. We intend that students are ambitious and prepared to undertake further education, employment and training in theatre and performing arts successfully.

Ultimately, participating in drama and theatre helps us to express what we care about, and why; reminding us of who we are and what we can be. It enables us to ‘live life in its fulness’.

Drama Curriculum Implementation:

Key Stage 3

At Key Stage 3, all students are taught drama once per week in mixed ability classes. They are introduced to the essentials of learning through practical drama workshops and the study of different styles of theatre. Students develop their acting skills (vocal, physical, facial, emotional) by applying techniques and theatrical form to a range of exciting content.

Students are assessed on their use of practical Drama skills and also their knowledge and understanding of these skills in all years of Key Stage 3. In Year 8 students look at different styles and start comparing Contemporary theatre (Frantic Assembly) with Traditional styles (Commedia dell 'Arte), building on their knowledge of skills from Year 7. In Year 9 students further explore Dramatic styles by looking at Practitioners such as Brecht. Assessment is usually completed through practical tasks and the recall of knowledge through questioning in lessons.

The implementation of lessons will be completely or mostly practical. Year 7 are treated as experiencing drama as a bespoke subject for the first time and are taught relevant drama classroom routines, behaviours and etiquette alongside an introduction to the basic key skills and knowledge needed to be a successful actor.

In Year 8 students get the opportunity to delve deeper into some of the main drama skills through devising and acting. Students will also explore some of the history behind the Theatre by looking at Greek theatre and Shakespeare. Students also look at developing their skills as Storytellers during year 8.

In year 9 students build on these foundations and apply this together with an in-depth Study of a full-length play; study of an influential practitioner; and create their own Theatre-In-Education performance.

Key Stage 4

By the end of Key Stage 4, students will have created and performed devised and scripted drama to a high standard. By studying Drama at our school, students will have opportunities to develop their acting, devising and listening skills to a level that will allow them to progress from KS3 into KS4 and beyond. Through the study of the Eduqas GCSE in Drama students will be able to move easily into further education to study a variety of drama, theatre and performance courses as well as into apprenticeships in the industry.

Extra-Curricular

At Pyrland students are given plenty of opportunities to express their passion for Drama outside if the classroom by taking part in our annual musical. There are also opportunities for students to take part in other dramatic performances through our Drama club that works alongside TYCA (Taunton Youth Culture and Arts) to take part in an annual festival of the Arts.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	**2**	**2**	**2**	**6**	**6**

Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Darkwood Manor (An introduction to Drama Techniques)** ● Understand how to become a Character ● Understand a range of physical and vocal skills ● Be able to apply some Drama techniques and skills	**Assessment 1** Group performance **Marks:** 40 marks
2	**Tales and Fables** ● Understand how Actors tell stories through Drama ● Be able to perform in a small group and build ensemble skills ● Build on improvisation skills to help tell a story ● Be able to use both physical and vocal skills in performance	
3	**Without Words** ● Understand how to use physical skills and gesturing ● Understand dramatic techniques and devices ● Be able to develop a range of techniques to assist with telling a story without using words	**Assessment 2** Group performance of mime skills **Marks:** 40 marks
4	**Scripted Drama** ● Understand how a Drama script is structured ● Know the difference between Dialogue and Stage directions ● Understand the process of getting from the page to the stage (Casting, Reading, Blocking, Rehearsing, etc...) ● Be able to combine skills and techniques gained so far this year to prepare a performance of a short play	
5	**Scripted Drama (Weeks 1 and 2)/Devising (Weeks 3, 4 and 5)** ● Understand how Actors devise drama based on a number of stimuli ● Be able to use a stimulus to create a dramatic performance that draws on all the knowledge and skills covered this year	**Assessment 3** Group performance of a scripted piece. **Marks:** 40 marks
6	**Devising** ● Understand how Actors devise drama based on a number of stimuli ● Be able to use a stimulus to create a dramatic performance that draws on all the knowledge and skills covered this year.	

Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Telling Tales** ● Understand how Actors tell stories through Drama ● Develop story telling skills and techniques ● Use a variety of Drama skills and techniques to communicate a story to an audience	
2	**Play Study: Macbeth** ● Understand the main plot points ● Explore drama techniques using a script ● Skills including voice, movement, facial expression and blocking	**Assessment 1** Performance of Macbeth scene **Marks:** 40 marks
3	**Physical Theatre (Frantic Assembly)** ● Techniques including push hands, picking oose, and lifts. ● An overview of Physical Theatre as a style. ● The history, work and influence of Frantic Assembly	
4	**Commedia dell'Arte** ● Masked acting (Rules of the Mask) and designing commedia masks ● Principles of acting in masks. ● Voice and mannerisms of Commedia characters	**Assessment 2** Performance of Commedia dell'Arte **Marks:** 40 marks
5	**Play Study: Oedipus Rex** ● Understand the main plot points ● Techniques including slow motion, writing in role, press conference and action-speaking	
6	**Play Study: Pandora's Box** ● Devising using a stimulus.	**Assessment 3** Devising project **Marks:** 40 marks

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Play Study: A Midsummer night's Dream** ● Exploring how the production process from page to stage ● Understanding different roles within the Theatre such as actor, stagehand, costume designer, etc...	**Assessment 1** Performance of Scripted work **Marks:** 40 marks
2	**Continuing Play Study: A Midsummer night's Dream** ● Exploring how the production process from page to stage ● Understanding different roles within the Theatre such as actor, stagehand, costume designer, etc...	
3	**Practitioner Study: Bertolt Brecht** ● An introduction to the life and politics of Brecht. ● Research and practical investigation of his techniques and influence. ● Techniques including direct address, placards and multi-role.	**Assessment 2** Performance in a group **Marks:** 40 marks
4	**Play Study: Metamorphosis** ● Issues and legalities surrounding euthanasia are explicitly taught. ● Skills including voice, movement, facial expression and blocking.	
5	**Stage Combat** ● Health and safety in Stage Combat ● Working with your partner ● 'Hiding' the technique with reactions, noise etc. ● Sequencing	**Assessment 3** Performance of Musical Theatre **Marks:** 40 marks
6	**Musical Theatre** ● Understand the roles in Musical Theatre – Actor, Dance Captain, Musical director, etc... ● Combine and develop skills in all three main areas of Musical Theatre (Acting, Singing and Dancing) to create a short performance from a musical ● Be able to understand the meaning and context behind a given musical.	

Year 10 GCSE Drama Programme of Study
Exam Board: Eduqas

Term	Curriculum Foci	Formal Assessment
1	**Devising Project - Introduction to Component 1 (Devising)** ● Recap of acting skills and techniques ● Study practitioner: e.g. Stanislavski ● Stage styled performances	**Assessment 1 –** Devising **Marks:** 15 marks
2	**Devising Project - Continuing Component 1 (Devising) and Component 3 (Set Text)** ● Study Expressionism ● Stage Expressionist Theatre ● Introduction to Set text 'I love you Mum – I promise I won't die' by Mark Wheeler	**Assessment 2 –** Written **Marks:** 45 marks
3	**Continuing Component 1 (Devising)** ● Study practitioner: e.g. Stanislavski ● Stage styled performances ● Checkpoint of written coursework	**Assessment 3 –** Component 1 **Marks:** 45 marks
4	**Continuing Set text and Scripted Drama** ● Exam techniques looking at Live Theatre questions ● Introduction to a variety of plays and styles building experience of staging scripted works	**Assessment 4 –** Written exam questions **Marks:** 45 marks
5	**Devising Drama** ● Preparation for formal assessment of Component 1 (40%) ● Range of workshops to explore different practitioners and theatre styles. ● Completing written coursework to analyse the rehearsal process and development of ideas.	**Assessment 5 –** Devising a scene **Marks:** 45 marks
6	**Continuing Devising Drama** ● Preparation for formal assessment of Component 1 (40%) ● Range of workshops to explore different practitioners and theatre styles. ● Completing written coursework to analyse the rehearsal process and development of ideas.	**Mock Exam** **Marks:** 60 marks

Year 11 GCSE Drama Programme of Study
Exam Board: Eduqas

Term	Curriculum Foci	Formal Assessment
1	**Scripter Drama and finish Component 1** ● Finalising assessment of Component 1 (40%). ● Completing written coursework to analyse the rehearsal process and development of ideas. ● Controlled assessment of written evaluation of the final devised performance.	**Assessment 1 –** Performance Assessment for Component 1 **Marks:** 60 marks
2	**Scripted Performance and Written exam paper** ● Formal assessment of Component 2 (20%) ● Use a range of performance skills and techniques suitable for the students' chosen text. ● Complete Artistic Intentions of Performance for mock exam	**Mock exam for Component 3** **Marks:** 60 Marks
3	**Scripted Performance** ● Formal assessment of Component 2 (20%) ● Use a range of performance skills and techniques suitable for the students' chosen text. ● Complete Artistic Intentions of Performance for external examiner	**External Examination of Component 2** **Marks:** 60 Marks
4	**Preparing for Written exam: Live Theatre and Set Text** ● Revision of the set text through practical workshops and written tasks ● Revision in preparation of the final written exam. ● Prepare their final notes on 'Live Theatre Seen,' completing past paper responses.	**Assessment 2 –** Written Exam **Marks:** 60 marks
5	**Preparing for Written exam: Live Theatre and Set Text** ● Revision of the set text through practical workshops and written tasks ● Revision in preparation of the final written exam. ● Prepare their final notes on 'Live Theatre Seen,' completing past paper responses.	**Assessment 3 –** Written Exam **Marks:** 60 marks
6	**N/A**	

Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
1	40%	**Devising Theatre** Teacher assessed performance exam where students create an original performance in response to a stimulus provided by the exam board using a practitioner/style.	Autumn Year 11
2	20%	**Performing from a Text** Externally assessed performance exam where students perform two sections of a script to an examiner using appropriate acting skills to communicate their artistic intentions.	Spring Year 11
3	40%	**Interpreting Theatre** 1 hour 30 minutes written exam paper answering questions on a Set text studied during the course and writing a live theatre review based on a given question.	Summer Year 11

Please see exam board websites for up-to-date information: GCSE Drama | Eduqas