



# William Edwards School Drama Department Curriculum Journey

The purpose of the curriculum:

- To inspire and motivate pupils to think creatively.
- To build confidence and self-esteem.
- To prepare pupils in the work place when working in small groups and to develop empathy and tolerance.
- To expose pupils to different cultures when exploring different plays and studying genres/practitioners.
- To enrich pupils knowledge when experimenting with a range of stimuli

Throughout your Drama journey at William Edwards School you will use a range of skills to develop your social and emotional intelligence. They will enable you to work with others, develop your communication and your resilience. The golden threads throughout the journey show how you will develop the skills throughout each unit. Teamwork, Listening, Co-operation, Reading, Confidence, Leadership, Communication, Decision Making, Collaboration, Organisation, Time Management, Problem Solving, Presentation, Creativity Responsibility and Self-esteem.

**Next Steps: A-LEVEL Drama and BTEC Drama at college, or sixth form.**  
Technical Design courses

**University Study: Degree in Theatre Arts, Drama, Performing Arts, Technical Theatre Arts**

**Careers in Drama: Actor/Actress, Arts administrator, broadcast journalist, copywriter, teacher. Drama has many transferable skills (communication, teamwork, listening that would support many jobs)**

Pupils will continue to develop their devising skills and create a performance based on a chosen stimuli. They will perform a play influenced by a practitioner. **KS3/4 Links: Brecht.** Pupils will complete a theory paper based on a play studied.

**KS5**

Revision for DNA and the professional show seen on the course

**Year 11 Assessments**  
**Component 2:** Mock examination Christmas and January. Final practical scripted piece in February-Year 11.  
**Component 3:** End of topic tests each half term

Revise for and sit your Y11 mock exams.

Exam preparation Theory paper



**YEAR 11**

PREFECT

Exploring all the characters within DNA  
**Progression:** Pupils will discuss the characters motivation, physical and vocal skills.

**Component 2 External Assessment**  
Performing from a Text

**Component 3 Internal Assessment**  
Interpreting Theatre

**Component 2 External Assessment**  
Live Performance

Analysing a professional production

Responsibility

Self-esteem

Pupils will explore a range of pre 2000 plays. They will study the characters, language and performance genre.  
**Progression:** accents, physical/vocal skills and props.

The political and social context.  
**Progression:** Analysing the playwrights intentions.

Importance of rehearsing. Rehearsal techniques and line learning.  
**Progression:** Extra-curricular rehearsals. Demonstrating rehearsals.

Studying the conventions of a production: lights, sound, costume, set design and characters/themes.  
**Progression:** Keywords and being a 'director',

**Component 1: Internal Assessment**  
Portfolio & Self Evaluation

**Component 3 External Assessment**  
Interpreting Theatre

**Component 2 External Assessment**  
Performing from a Text

**Component 1: Internal Assessment**  
Devising Theatre

Presentation

Creativity

**YEAR 10**

Understanding the 4 types of staging within drama.  
**Progression:** Explore 4 types of staging that can be used to perform.

Analysing the play DNA-Dennis Kelly  
Social and context  
Rehearsal techniques  
**Progression:** Studying a play in detail focusing on performance conventions

Exploring extracts from Blood Brothers and understanding vocal and physical skills.  
**Progression:** In year 10 you will explore multiple extracts.

Exploring the practitioner Brecht and the genre Theatre in Education.  
**Progression:** In year 10 you will use a range of Brechtian/TIE devices in combination.

**Year 10 Assessments**  
**Component 1:** Final practical examination (40%) year 10-June  
**Component 2:** Scripted mock examination year 10-October  
**Component 3:** End of topic tests each half term.

Structuring a portfolio and identifying strengths and weaknesses.  
**Progression:** Development of self-evaluation using physical and vocal skills.

**Year 9 Assessments**

**Term 1:** Practical skills assessed via teacher observations.

**Term 2:** Self evaluation skills assessed via written work.

**Term 3:** Knowledge and understanding assessed via testing.

**YEAR 9**

Collaboration

**Year 7 Assessments**

**Term 1:** Self evaluation skills assessed via written work.

**Term 2:** Knowledge and understanding assessed via testing.

**Term 3:** Practical skills assessed via teacher observations.

**YEAR 9**

Collaboration

**Year 7 Assessments**

**Term 1:** Self evaluation skills assessed via written work.

**Term 2:** Knowledge and understanding assessed via testing.

**Term 3:** Practical skills assessed via teacher observations.

**Unit 1**  
Introduction

Introduction to performance environment /studio. Support primary transition from a social and emotion perspective

**YEAR 7**

We will speak to you and your Primary schools to find out what topics you have covered

Attend WES Transition week. Complete CATS test and learn about WRITE WHAT YOU DO IN INDUCTION WEEK

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Apply for a place at WES



Respond thoughtfully to drama and theatre performances.

Improvise, devise and script drama performances.

Responding appropriately to others in role

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