



Bramhall High School - Drama

Component 2 examinations. The performance of two key extracts of a play text to a visiting examiner.

A level – Theatre Studies

End of year exams!!

BTEC (Need Grade 5 in Drama)

Other post 16 options – Apprenticeships, other A level subjects, other BTEC subjects, other training, College.

Consolidation and revision of learning



Component 3: Section A: DNA Students continue exploring 'DNA'. They will develop their knowledge and understanding of the ways in which drama can create meaning for an audience..

Component 1 Students begin the devised aspect of the component 1 examination. Beginning with workshops and moving into group work. Component 3 Section B Live theatre Student's prepare their live theatre notes based on the production they have seen.

Component 1 Students will continue to rehearse and refine their performances pieces whilst writing up notes in their component 1 booklets. Assessments take place on the last Friday of the half term.

Component 3: Section A: DNA Students begin exploring 'DNA' they will develop their knowledge and understanding of the ways in which drama can create meaning for an audience.

YEAR 11

Mock Component 2 'DNA' Students will learn how to apply the skills and techniques of performing as characters from the play, directing and designing key extracts from the play. This is a scaffolding of skills from the Year 9 SOL based on 'Blood Brothers' and enabling a better understanding of Component 3 section A. Students will complete their Year 10 exam based on the work they have completed on 'DNA'. Pupils will also attend a live theatre production in order to complete a section of the year 10 mock exam.

'Ghost Walks' Students learn different devising techniques building upon the work they have done in Year 9 creating a performance as a part of the 'ghost walks' evening'. Students will learn how to address the portfolio questions and will write up a mock portfolio.

Introduction to drama. Students undertake an introduction to the GCSE drama course, where terminology/explorative strategies and drama mediums as relevant to the Edexcel specification. Students learn about Stanislavski, and Brecht and Berkoff. Students apply their theories and practices to extracts of script and create a performance in that style.



Binge Students explore the issues around alcohol abuse and use their exploration to create a piece of TIE to performed with specific creative intentions for an audience.

YEAR 10



Fatal Shore Students explore the transportation of British convicts to Australia in the C18th using a range of explorative strategies and drama mediums. The issues of crime and punishments are discussed while practical skills are developed.

Girls Like That Student will respond to characters, themes and ideas in the play 'Girls Like that' by devising their own piece of work using different drama elements, mediums and techniques. Students will perform their own drama pieces that explore what it means to be a teenager and the challenges they face.

Mock Component 2: 'Blood Brothers' Students complete group extracts, trios, duologues and monologues from 'Blood Brothers' based upon the GCSE drama assessment criteria from component2

'Curious Incident of the Dog in the night-time' Students learn about Stanislavski and Brecht through exploring the play text of 'Curious Incident'. The SOL culminates with the students being able to create a piece in the style of naturalism and non-naturalism.

The Urban Myths Exploring style, genre and developing abilities to create and meet creative intentions when creating practical work. Learning about the impact lighting, sound, props, costume and set have on an audience.

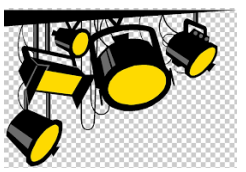


The Terrible Fate of Humpty Dumpty' Script skills. Creation of creative intentions. Rehearsal techniques and character development. Students develop work based on peer feedback.



Danger is everywhere A devising scheme where students work in groups to create a performance with specific creative intentions and aims for their audience.

YEAR 9



Melodrama Exploration of the theatrical style of melodrama and development of non-naturalistic characterisation.

YEAR 8



The Stones Exploring the theme of responsibility and consequences. Ensuring students can effectively use every explorative strategy.

'The Holocaust' Pupils will learn about the Holocaust and the people involved. Focus on empathy and real life situations linked to History.

'Runaway' Students will explore the theme of homelessness and teenage issues. Students will begin to learn about semiotics and the information they give an audience.

Heroes An exploration of worldwide disasters and their impact on the people involved. In groups students create a performance that displays a greater understanding and appreciation of dramatic techniques explored during KS drama

Greek Myths Students learn about Greek theatre and experiment with the techniques in that style. Students explore the dilemma Pandora had in the Greek Myth and reflect upon their own actions. Use of both naturalistic and non-naturalistic techniques. Also having a history link, links to different cultures and events in history.

Darkwood Manor Focus on the creation of mood/atmosphere. Continuation of the exploration of naturalism. Exploration/introduction of non-naturalistic techniques. Linking ideas and development of skills and techniques learnt from the baseline assessment.

Introduction to drama'. Introduction to basic drama skills/terminology and team work and general development of the social aspect of learning. Understanding of characterisation/developing a character for performance.

YEAR 7



Charlie and the Chocolate Factory Exploration of character and how different characterisation is developed. Students prepare individual performance work as well as group.

Who's Afraid of the Big Bad Wolf Students develop their abilities as a performer while exploring different interpretations of 'Little Red Riding Hood'. Students learn new drama skills and are able to begin to have creative aims for an audience.



welcome