

Drama

Arts for All

The Drama Department is a vibrant, creative space where imagination is brought to life. We are passionate about inspiring every learner to develop confidence, sensitivity and a strong sense of self-expression through performance.

At the heart of our department is a commitment to exploring powerful ideas and sharing them in bold, exciting ways. Through drama and performance, students engage with different cultures, perspectives and real-world themes - building both artistic skill and personal understanding.

Our team of specialist Drama staff bring a dynamic range of professional expertise, spanning acting, directing, musical theatre, script writing and community theatre, alongside physical theatre and devised performance. This diversity allows us to deliver a broad and balanced curriculum, where students experience multiple styles, disciplines and creative processes. By drawing on real-world practice and industry-informed approaches, we empower students to experiment, take creative risks and develop their own artistic voice with confidence.

Beyond the classroom, our thriving extra-curricular programme provides even more opportunities to perform, create and shine. From productions and showcases to clubs and workshops, students are encouraged to take risks, collaborate and develop their unique voice.

We celebrate every success and take pride in nurturing talented, creative and confident individuals who not only enjoy the Arts but value its place in the world.

Autumn	Spring	Summer
Component 2: Developing Skills and Techniques in the Performing Arts	Component 1: Exploring the Performing Arts	Practitioner Studies

At Key Stage 4, students are set one timetabled homework task each week. These are typically extended pieces of work, developed over time to support preparation for written examinations, coursework portfolios, and, where appropriate, controlled assessments.

Homework is carefully structured and closely supported by teaching staff, who guide students through the drafting process, monitor progress, and provide targeted feedback. This ensures that students are able to refine their work, respond to clear improvement targets, and develop a secure understanding of assessment criteria.

Tasks are designed to build both practical understanding and written communication, enabling students to articulate their ideas, evaluate their work, and demonstrate their knowledge of performance and theatre in depth.

For BTEC courses, homework and coursework activities are varied and vocational in nature, allowing students to apply their skills in meaningful and creative contexts. Students may develop and refine coursework portfolios, research practitioners and performance styles to inform their work, and evaluate both live and recorded performances. They are also encouraged to document their rehearsal process through planning and reflection, create original material through script writing or devising, and prepare for performance through activities such as line learning, character development, or exploring design ideas.

Big Questions

Component 2: Developing Skills and Techniques in the Performing Arts

1. Why is a structured warm-up important for performers?
2. How does articulation effect vocal clarity and characterisation?
3. How can vocal projection be developed and sustained in performance?
4. How do physical states of tension influence character energy?
5. What techniques help actors develop believable improvisation?
6. How does hot seating help actors explore their character's inner world?
7. How can breathe control support vocal performance?
8. How can we bring a scripted monologue to life using voice and gesture?
9. How do gestures, set and direction help interpret a script?
10. How can we prepare and refine performance for an audience?
11. How does feedback help improve performance?
12. What are our personal goals for performance success?
13. How do we plan and prepare for a final ensemble performance?
14. How do we block and stage a performance for an audience?
15. How can we apply final direction and technical elements to our piece?
16. How do dress rehearsals help prepare for final performance?
17. How can we demonstrate our best work in a live performance?
18. How can we demonstrate our best work in a live performance?
19. How do we evaluate progress in Drama
20. How can reflection improve our future performance work?
21. What are the expectations for Component 1?

Component 1: Exploring the Performing Arts

1. What makes a performance style unique. And how do we identify the creative intentions behind it?
2. How do different practitioners use performance style, structure, and purpose to engage an audience?
3. How does Willy Russell use social context and character to communicate his message to the audience?
4. In what ways do staging and design choices help to enhance meaning in *Blood Brothers*?
5. How do musical and narrative conventions work together to tell the story in *Blood Brothers*?
6. How does Jim Cartwright use humour and tragedy to reflect real life and relationships?
7. How does multi-rolling affect the audience's understanding of characters and themes in *Two*?
8. How do staging and audience configuration change the impact of *Two's* performance style?
9. How does Alecky Blythe use verbatim theatre techniques to represent real people and events on stage?
10. How does the combination of recorded speech and musical rhythm affect the audience's understanding of real-life stories in *London Road*?
11. What are the key similarities and difference between the 3 approaches?
12. How do performance style, purpose, and content interrelate across the 3 plays?
13. How can I effectively present and evaluate my exploration of performance styles, techniques, and practitioner influence in my Component 1 portfolio?
14. What have I learned about how professional practitioners communicate means and emotion through their chose performance styles?

