

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 3 (Mock Exam): Responding to a Brief	Component 3: Responding to a Brief	

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 3: Responding to a Brief

1. How can we explore the stimulus to generate meaningful performance ideas?
2. How can we develop a compelling hook and initial character ideas from our stimulus?
3. How can we structure and plan our scenes effectively to communicate our ideas?
4. How can we document and justify our creative decisions in writing to show progress?
5. How can improvisation and technical elements help us develop and enhance our scenes?
6. How can we refine our ideas and skills while recording our development in a second written task?
7. How can we use characterisation, voice, and movement to communicate our creative intentions?
8. How can technical and design elements be integrated to strengthen our performance?
9. How can rehearsal, feedback, and reflection help us refine our performance before the exam?
10. How can we evaluate our performance during full run-throughs to ensure clarity and effectiveness?
11. How can dress rehearsals and final adjustments prepare us for an exam-standard performance?
12. How can we critically reflect on our devising process and evaluate the effectiveness of our final performance?

