

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	
Heroes and Villains	Bugsy Malone	Evacuees	Charlie and the Chocolate Factory	Identity	Creation Stories

Due to the practical and performance-based nature of Drama, written homework is set less frequently than in other subjects. Instead, tasks are carefully planned within each module to extend, reinforce and enrich students' learning at key moments in their creative journey.

Homework is thoughtfully designed by teaching staff to reflect the specific skills, techniques and concepts being explored in lessons, while also considering the needs and abilities of each group. These tasks encourage students to think critically, reflect on their work and engage with performance beyond the classroom.

At Key Stage 3, homework may include exploring performance through everyday media - such as analysing characterisation, language, or presentation in television programmes, adverts, or documentaries - or engaging more directly with the subject through attending extra-curricular clubs and workshops. Students may also research influential theatre practitioners and performers, evaluate their own work and that of their peers, or respond creatively through writing in role, such as diary entries, monologues, or letters.

Rather than following a fixed timetable, homework is used flexibly and purposefully, responding to the demands of the curriculum and supporting students' ongoing development as thoughtful, creative performers.

Big Questions

Heroes and Villains	<ol style="list-style-type: none"> 1. How does learning in Drama take place? 2. What is Characterisation? 3. How might we enhance a still image by using thought tracking? 4. How might we perform our still images to an audience? 5. How might we evaluate our performance?
Bugsy Malone	<ol style="list-style-type: none"> 1. What is the storyline of Bugsy Malone? 2. How do we effectively stage a scripted scene? 3. What is the difference between Fat Sam's and Dandy Dan's gang? 4. What is slapstick comedy and how does it link to Bugsy Malone? 5. What makes a successful comedy duo? 6. How do I bring together the skills I have learnt during this unit for assessment?
Evacuees	<ol style="list-style-type: none"> 1. How can we use thought tracking to show an audience a character from WW2's feelings? 2. How can we use conscience alley to better understand a character? 3. How can we enhance mime using soliloquy? 4. Why is cross cutting used in performance? 5. How might we prepare for our assessment?
Charlie and the Chocolate Factory	<ol style="list-style-type: none"> 1. How can we develop our characterisation skills further? 2. How do we mark the moment in Drama? 3. How can we use hot seating to develop characterisation? 4. How do we use staging to create meaning for an audience? 5. How might we accurately and creatively performance 'The Inventing Room' script? 6. How might we evaluate each other's 'The Inventing Room' performances?
Identity	<ol style="list-style-type: none"> 1. How do we define our identity? 2. What makes someone a superhero? 3. How can we use drama to show to trans community's thoughts and feelings? 4. How might we accurately and creatively perform our devised scene? 5. How might we evaluate our performance?
Creation Stories	<ol style="list-style-type: none"> 1. How might we explore the Christian story of creation using narration? 2. Why is structure so important in storytelling? 3. How can we use masks to bring stories to life? 4. How can we use stylized movement to tell stories from different cultures? 5. What are my creation beliefs?