



DRAMA PATHWAY
Taunton Preparatory School &
Senior School

2020





Taunton Prep School

Key Stage 1

Pre-Prep children are involved in 2 musical productions each year. Year 2 lead with the speaking roles. This gives the pupils an opportunity to perform on stage focusing on clarity of diction and to enjoy and be confident when performing.

Key Stage 2

Pupils in Year 4 and Year 6 have a Theatre Production Week, where the children focus on drama, music and dance for a week. In Year 5 the pupils devise and create a play in a day.

Key Stage 3

<p style="text-align: center;">Year 7</p> <p>Drama is taught as a subject as from Year 7. The fundamental aim of the Drama curriculum is to develop pupils to use their voice, movement, gesture and facial expression in a positive and confident manner.</p>	<p>Knowledge, Understanding and Skills</p> <p>During Year 7 the following skills are covered:</p> <ul style="list-style-type: none"> • The use of sound and/or music • The use of space and/or levels • • The use of movement, mime and gesture • • The use of voice • • The use of spoken language • Working collaboratively, within a group. • Improvisation on given themes. • Characterisation – changing voice, body language, movement and gesture. • Role play that includes a mix of improvisation and also allowing pupils to step into the shoes of a character. • Devising and creating scenes within a group situation • Performing with confidence. • Mime as a theatrical medium – acting out a story through body movement. • Importance of voice to communicate a range of emotions. This is demonstrated through monologues, dialogues, stage whispers. • Studying a scripted extract from a play – Treasure Island. • Using subject specific terminology - Word of the Week
<p style="text-align: center;">Year 8</p> <p>To develop a range of physical skills and techniques for example movement, body language, posture, gesture, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement.</p>	<p>Knowledge, Understanding and Skills</p> <ul style="list-style-type: none"> • The use of sound and/or music • The use of space and/or levels • The use of movement, mime and gesture • The use of voice • The use of spoken language • Working collaboratively, within a group. • Improvisation (to invent and create content) together with rehearsed improvisation. • Characterisation – changing voice, body language, movement and gesture. • Importance of voice to communicate a range of emotions. This is demonstrated through monologues, dialogues, stage whispers. • Role play that includes a mix of improvisation and also allowing pupils to step into the shoes of a character.



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| | <ul style="list-style-type: none">• Communicating ideas fluently, without inhibition.• Exploring with body language. Communication by movement or position, facial expression and gestures.• Performing with confidence.• Mime as a theatrical medium – acting out a story through body movement.• Tableau and Freeze Frames.• Studying a scripted extract from a play – Gizmo by Alan Ayckbourn• Using subject specific terminology/ vocabulary. Drama - Word of the Week |
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Taunton Senior School

Key Stage 3

Continuing Key Stage 3, Year 9 students may choose Drama as an option. At this stage of the course students taking Drama will begin to study the skills required for completing the Drama GCSE.

Year 9	Knowledge, Understanding and Skills
<p>During Year 9, we want all students to increase their knowledge, understanding and skills, regardless of whether they wish to continue studying the subject for GCSE.</p> <p>The year 9 programme has been designed to both reflect the iGCSE programme for those who wish to take Drama further and extend the skills of all students.</p>	<p>During Year 8 the following skills are covered:</p> <ul style="list-style-type: none"> • The use of costume • The use of masks and/or make-up • The use of sound and/or music • The use of lighting • The use of space and/or levels • The use of set and/or props • The use of movement, mime and gesture • The use of voice • The use of spoken language • Developing a creative adaptation of an existing source (Devising). • Characterisation and levels to show status and how this communicates meaning to an audience. • Types of staging including traverse, in the round, promenade, black box, proscenium arch and apron. • Studying a scripted play and using rehearsal techniques such as hot seating, student as director, thought tracking and forum theatre to develop depth of characterisation. • Drama theory practitioners introduced: Brecht, Stanaslavski, Le Coq, Berkoff and Frantic Assembly. • Analysis and discussion of the work of theatre makers with reference to live theatre. • The ability to use subject specific terminology in an analytical way to discuss their own work and the work of others.

Key Stage 4

Drama is an optional subject at Key Stage 4 with four lessons and two preps per week. In addition, students are expected to make the most of Drama clubs, open studio times, clinics, exam prep evenings and Drama Scholar sessions.

We follow the Cambridge iGCSE Course in Drama. The course gives the students a firm grasp of the main elements of theatre studies and performance grounding as well as the opportunity to excel in the many opportunities there are to explore the world of theatre. In addition, it provides a clear link/ solid stepping stone to the A Level and IB courses we offer in the sixth form.

In order to succeed/progress, students need to demonstrate high levels of literacy, critical thinking, co-operation with their peers analysis, evaluation, creativity, independence, determination, resilience and personal commitment.

iGCSE Drama (Years 10 and 11)	Knowledge, Understanding and Skills
<p>The course:</p> <p>Component 1 Written examination 2 hours 30 minutes</p> <p>The questions on this paper relate to pre-release material which is sent to Centres in advance of the examination. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play). Candidates devise a piece of drama based on one of the three stimuli and study the extract from the play. The</p>	<p>Assessment objectives:</p> <p>AO1: Understanding repertoire Candidates will be assessed on their ability to demonstrate knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.</p> <p>AO2: Devising Candidates will be assessed on their ability to devise dramatic material and reflect on its effectiveness.</p> <p>AO3: Acting skills Candidates will be assessed on their acting skills and their ability to communicate effectively to an audience</p>



<p>questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer.</p> <p>The question paper is structured as follows:</p> <ul style="list-style-type: none"> • Section A (30 marks) Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks). • Section B (25 marks) Candidates answer one longer-answer question from a choice of three on the extract from the play. • Section C (25 marks) Candidates answer one longer-answer question from a choice of three on the drama devised from their chosen stimulus. <p>Externally assessed. 40%</p> <p>Component 2 Coursework Candidates submit three pieces of practical work.</p> <ul style="list-style-type: none"> • One individual piece (3–5 minutes): one performance of an extract from a play. • Two group pieces (maximum 15 minutes each): one performance of an extract from a play and one original devised piece. Note: the stimuli on the pre-release material for Component 1 may not be used as a basis for the devised piece for Component 2. <p>Internally assessed and externally moderated 60%</p>	
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Key Stage 5

In the sixth form, students are offered A Level and AS level Drama which are co-taught. Within A Level and AS, where we follow the AQA exam board, the students are given 8 lessons a week. In addition, students are expected to make the most of Drama clubs, open studio times, individual tutorials, exam prep evenings and Drama Scholar sessions. Whichever option is pursued, both A Level and AS demand very high levels of literacy, critical thinking, cooperation, analysis, evaluation, creativity, originality, introspection, independence, determination, resilience and personal commitment.

<p>AS LEVEL</p> <p>Component 1: Interpreting drama What's assessed</p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre. • Study of one set play from a choice of seven. <p>• Analysis and evaluation of the work of live theatre makers.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours • Open book • 80 marks • 40% of AS <p>Component 2: What's assessed</p>	<p>Knowledge, Understanding and Skills</p> <p>Assessment objectives:</p> <p>AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p>
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<ul style="list-style-type: none"> • Practical exploration and theatrical interpretation of two extracts (Extract 1 and 2) each taken from a different play. <p>Methodology of a prescribed practitioner must be applied to Extract 2.</p> <p>Extract 2 is to be performed as a final assessed piece (students may contribute as performer, designer or director).</p> <ul style="list-style-type: none"> • Portfolio evidencing interpretive process and analysis and evaluation of performance. <p>How it's assessed</p> <ul style="list-style-type: none"> • Performance of Extract 2 (30 marks) • Portfolio (30 marks) • 60 marks in total • 60% of AS 	
<p>A LEVEL</p> <p>Component 1: Drama and theatre</p> <p>What's assessed</p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre. • Study of two set plays, one chosen from List A, one chosen from List B. • Analysis and evaluation of the work of live theatre makers. <p>Component 2:</p> <p>Creating original drama (practical)</p> <p>What's assessed</p> <ul style="list-style-type: none"> • Process of creating devised drama. • Performance of devised drama (students may contribute as performer, designer or director). Devised piece must be influenced by the work and methodologies of one prescribed practitioner. <p>Component 3:</p> <p>Making theatre (practical)</p> <p>What's assessed</p> <ul style="list-style-type: none"> • Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play. Methodology of a prescribed practitioner must be applied to Extract 3. Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director). • Reflective report analysing and evaluating theatrical interpretation of all three extracts. 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> • AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice. • AO2: Apply theatrical skills to realise artistic intentions in live performance. • AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. • AO4: Analyse and evaluate their own work and the work of others.

Contributors:

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