



# The Henrietta Barnett School

## The Drama Curriculum



Authenticity - Kindness - Curiosity  
Connection - Endeavour

[www.hbschool.org.uk](http://www.hbschool.org.uk)

Drama within the curriculum is complemented by a range of productions, clubs, workshops and theatre visits; please see our Extra-Curricular Drama section, Newsletters and Media Gallery for further details.

### Key Stage 3

The Key Stage 3 Curriculum is focused on making, performing and responding to Drama. The course content is practical and progressive, enabling the gradual development of a range of practical skills.

## Year 7

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Topics covered in Year 7 include Introduction to Drama, Mime, Melodrama and Theatre History. All students participate in the Inter-Form Drama Competition in the Spring Term. In recent years, this has involved their adapting and performing Roald Dahl's 'Revolting Rhymes'. Students are encouraged to extend their learning through lunchtime clubs and performances. In 2016-17, Year 7 participated in History Live, Year 7 Drama Clubs, a performance of Pygmalion and Film Skool.

## Year 8

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Topics covered in Year 8 include: Greek Theatre, Theatre History, Improvisation and Issue-based Devising. All students participate in the Inter-Point Drama Competition in the Autumn Term. In recent years, this has involved the adaptation and realisation of a Greek myth. In Year 8, students are encouraged to extend their learning through LAMDA Examinations and Performance Evenings. In 2016-17, Year 8 participated in the Main School Production (Joseph and the Amazing Technicolor Dreamcoat), Shakespeare Society Performance (Twelfth Night) and Year 8 Drama Clubs.

## Year 9

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Topics covered in Year 9 include Shakespeare, Modern Script, Improvisation, Theatre History and Introduction to GCSE. Texts explored include Oscar Wilde's The Importance of Being Earnest, George Bernard Shaw's Pygmalion and Ibsen's A Doll's House.

Girls are given the opportunity to learn about the technical aspects of theatre e.g. Lighting and Sound. In Year 9, girls are encouraged to extend their learning through LAMDA lessons, examinations and performance evenings. In 2016-17, Year 9 participated in the Main School Production (Joseph and the Amazing Technicolor Dreamcoat), Shakespeare Society Performance (Twelfth Night) and Year 9 Drama Clubs.

## GCSE

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Students follow the AQA Drama course; they are introduced to a range of dramatic texts which they subsequently explore and interpret. Emphasis is placed on the cultural and historical context in which drama originates and is performed. Different performance styles are explored with subsequent tutoring in appropriate vocal and physical expression. Girls spend time working as a whole group, improvising around the central themes of a stimulus and in smaller groups, working towards formal performances. They are taught to respond critically to written texts, live and recorded performances from a variety of different cultures, genres and styles. Besides developing acting ability, the syllabus ensures girls learn essential time-management, research and people skills. There are no two lessons that are the same and homework is similarly diverse - writing diary entries, learning lines, finding costumes, making soundtracks and much more. The course promotes the development of self-confidence and teamwork skills as well as honing of dramatic ability and understanding of theatre.

Theatre Visits in 2016-17 included *The Curious Incident of the Dog in the Night-Time*, *An Inspector Calls*, *The Railway Children* and *The Play That Goes Wrong*. GCSE students are encouraged to extend their learning through participation in extra-curricular Drama. In 2016-17, large numbers of GCSE students performed in the Main School Production. They also have the opportunity to become LAMDA Youth Leaders, Shakespeare Society Assistant Directors and to apply for the National Youth Theatre of Great Britain.

## Year 10 (40% of GCSE Examination)

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In Year 10, students are introduced to the devising process in a series of practical workshops which includes the study of texts and a visit to a live theatre production. They are introduced to a range of explorative strategies and stimuli and are encouraged to begin developing a range of practical skills necessary to create imaginative, contemporary and collaborative work. Students are taught to place theory alongside practice in the form of written coursework. They perform their work to an audience of family and friends. Towards the end of the academic year, they study a text before seeing how it is brought to life in performance. In 2016-17, students had workshops with Frantic Assembly and Matthew Bourne's *New Adventures* to supplement their devised work.

## Year 11 (60% of GCSE Examination)

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In Year 11, students study a set text focusing on performance and technical aspects. This is followed by the study and performance of a scripted play. Recent examples of plays explored include: *The Importance of Being Earnest*, *Blue Remembered Hills*, *Kindertransport* and *The Crucible*. The performance is presented to an invited audience before students complete the final preparations for their written examination.