



The Henrietta Barnett School

The Drama Curriculum



Authenticity - Kindness - Curiosity
Connection - Endeavour

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.

Drama offers students the opportunity to explore a diverse range of theatrical styles, traditions and performance practices, developing both their creativity and their understanding of theatre as an art form.

Students are introduced to the rich traditions of Ancient Greek and Elizabethan Theatre, exploring their historical and cultural contexts, distinctive conventions and enduring influence on contemporary performance. Alongside the study of theatrical traditions, students engage with a range of classic texts, developing the skills required to interpret and bring challenging material to life as performers and theatre-makers.

They consider the intentions of playwrights, explore character and relationships, and develop increasingly sophisticated approaches to staging and performance. Students also explore the power of language through Spoken Word Poetry, developing confidence in vocal performance, physical expression and communication with an audience. They consider how rhythm, imagery, language and delivery can be used to convey ideas and evoke a response.

Through Devising Drama Projects, students become creators as well as performers, working collaboratively to develop original pieces of theatre from a range of stimuli. They learn to generate, shape and refine ideas, making purposeful creative choices and responding constructively to the ideas of others.

Throughout the curriculum, students develop a wide range of transferable skills, including creativity, confidence, collaboration, leadership, communication, problem-solving and critical thinking. They are encouraged to take creative risks, support one another and become reflective practitioners who can thoughtfully evaluate and refine their work.

Ultimately, Drama enables students to become confident, imaginative and thoughtful young people, equipping them with the skills to communicate ideas effectively, work collaboratively and engage critically and creatively with the world around them.

GCSE

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.

Year 10 (40% of GCSE Examination)

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.

Year 11 (60% of GCSE Examination)

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.