



Wallington  
County Grammar School

## The Drama Curriculum

<b>Whole School Curriculum Intent:</b>	<p>Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - <i>Per Ardua ad Summa</i>, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e. its subject content, skills content, sequencing and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind whole school approach to curriculum design taken by senior leaders are to provide:</p> <ul style="list-style-type: none"><li>● <b>Breadth</b> - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives.</li><li>● <b>Depth</b> - We do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding.</li><li>● <b>Values</b> - We aim for our students to develop our four core values: commitment, courage, compassion and creativity.</li><li>● <b>Democracy</b> - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.</li></ul>
<b>Subject Curriculum Intent:</b>	<p><b>The intent of our Drama curriculum is to empower students to create, explore, imagine and perform with confidence, while developing analytical and evaluative skills that extend beyond the stage.</b></p> <p>We believe that Drama is for everyone. Regardless of background, all students should have the opportunity to access a subject that nurtures creativity, deepens self-awareness and builds essential life skills. By offering Drama in a state school context, we ensure equitable access to the same artistic and cultural opportunities available in independent settings.</p> <p>Through the study of performance and design, students learn to engage with the world around them—drawing on historical, social and cultural contexts to inform their creative choices. They explore a wide range of drama techniques, including voice, movement, space and staging, as well as the work of key theatrical practitioners. Students develop the ability to express and communicate ideas, emotions and perspectives with originality and intent.</p> <p>Our curriculum enables students to:</p> <ul style="list-style-type: none"><li>● Develop performance and design concepts with clarity, creativity and purpose.</li><li>● Think like a performer or designer—reflectively, critically and independently.</li><li>● Understand and apply a rich vocabulary of drama techniques, forms and styles.</li><li>● Respond to a wide range of stimuli and evaluate their own and others' work with insight and sensitivity.</li></ul>

	<ul style="list-style-type: none"> <li>● Build resilience, collaboration and communication through rehearsal, performance and critique.</li> </ul> <p>To think like a performer or designer is to engage in authentic creative practice—researching, experimenting, reflecting and refining ideas with care and conviction. Our students are encouraged to take risks, value feedback and push the boundaries of character and setting to unlock deeper meaning.</p> <p>Studying Drama builds expressive, thoughtful individuals and enhances academic success in subjects such as English, History and Art. It also prepares students for diverse futures—in the arts, education, media or any field that values creativity, communication and confidence.</p> <p>Above all, we want our students to experience the transformative power of theatre—to find their voice, connect with others and leave with a lifelong appreciation for the possibilities of performance.</p>
<p><b>Subject Curriculum Aims:</b></p>	<p><b>Our Drama curriculum is designed to give students a rich and meaningful understanding of theatre as both an art form and a means of exploring the human experience. Through the study and practice of performance and design, students develop creativity, confidence, and critical insight into the power of storytelling across time and culture.</b></p> <p>By the end of their studies, students will be able to:</p> <ul style="list-style-type: none"> <li>● Develop a deep and wide-ranging knowledge of drama by engaging with a diverse selection of performance styles, practitioners, scripts, and design approaches from various historical and cultural contexts, supported by Theatre visits, workshops, access to Digital theatre.</li> <li>● Understand dramatic works in their original context, exploring how playwrights, directors, and designers respond to the social, political, and artistic movements of their time.</li> <li>● Recognise links and contrasts between different genres, styles, and traditions in theatre, making meaningful comparisons across texts, performances, and creative approaches.</li> <li>● Interpret and analyse dramatic material critically, evaluating the impact of performance choices and reflecting on how meaning is created and communicated through the use of dramatic techniques.</li> <li>● Form and express their own artistic judgements, using technical vocabulary to articulate ideas clearly and construct well-supported responses in both practical and written work.</li> <li>● Use key performance and design terminology accurately and confidently. Students will be introduced to essential terms throughout the course and are expected to apply them appropriately in rehearsal, performance, and evaluation.</li> <li>● Build strong foundations for further study, gaining the skills, experience, and cultural understanding needed to progress to advanced qualifications in Drama, Performing Arts, Law, medicine and other analytical based subjects</li> </ul> <p>Drama not only helps students explore the world around them and the stories within it, but also develops creativity, empathy, and communication—skills that are essential for success in education, employment, and life.</p>

<b>Exam Boards</b>	GCSE: AQA A Level: Pearson
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Basic Skills in Drama	What is Physical Theatre?	Lord of the Flies	Lord of the Flies	Commedia Dell'arte	Greek Theatre
	Assessment 1 Format:	Performance		Assessment 2 Format:	Performance	
Y8	Greek Myths - Understanding explorative strategies in Drama	Brecht and The Christmas Carol	Treasure Island - How to evaluate theatre	Tech Careers in theatre	Ernie's Incredible Illucinations - How to Direct theatre	Drama Olympics
	Assessment 1 Format:	Live Theatre Evaluation		Assessment 2 Format:	Performance/Directing	
Y9	Trestle Mask workshop and Devising	An Introduction to Frantic Assembly (BOOK WORKSHOP)	Scripted Comp 3 practice DUOLOGUES	LTE - Frankenstein	Stage Combat/Practitioners	Skills for Devising - Paper Birds
	Assessment 1 Format:	Performance		Assessment 2 Format:	Exam Paper	
Y10	Mock C3 - Monologues	Box House Theatre - Skills for Devising Comp 2	Real GCSE Comp 2 Devsing	Real GCSE Comp 2 Devsing	Set Text - Blood Brothers	Set Text - Blood Brothers
	Assessment 1 Format:	Performance		Assessment 2 Format:	Performance	
Y11	Set Text - Blood Brothers	Component 3 Real Exam	Component 3 Real Exam/ LTE prep	Set Text - Blood Brothers	EXAM PREP	
	Mock Format:	Exam Paper		Assessment 2 Format:	Performance	
L6th/U6th	Practitioners and Devising	Devising	Scripted performance	Exploring Set Texts - Antigone Accidental Death of an Anarchist	Exploring Set Texts - Antigone Accidental Death of an Anarchist	Exploring Set Texts - Antigone Accidental Death of an Anarchist
	Assessment 1 Format:	Real Exam Performance		Assessment 2 Format:	Written Exam	

## Key Vocabulary

### General Drama Terminology

Term Definition

Character A role played by an actor.

Role The part played by an actor, representing a character in a drama.

Plot The sequence of events in a story or play.

Narrative The structured story or storyline of a drama.

Genre A category of drama (e.g. tragedy, comedy, realism).

Theme The underlying message or main idea in a piece of drama.

Style The manner in which a drama is performed (e.g. naturalistic, non-naturalistic).

### Performance Skills

Term Definition

Voice How an actor uses pitch, pace, pause, tone, volume.

Physicality Use of body language, posture, gesture, and movement.

Facial Expression Communicating emotion or intention through the face.

Gesture A movement of part of the body to express an idea or emotion.

Blocking The precise movement and positioning of actors on stage.

Stage Presence The charisma and impact an actor has on stage.

Timing The control of movement and delivery to create effect.

Improvisation Creating and performing spontaneously without script.

### Stagecraft & Technical Theatre

Term Definition

Set Design The design and layout of the stage environment.

Props Objects used by actors during a performance.

Costume Clothing and accessories worn by an actor in character.

Lighting The use of light to enhance mood, focus, or time of day.

Sound Design Use of music, sound effects, or silence to enhance drama.

Stage Directions Instructions in the script for movement, position, tone, etc.

Proxemics Use of space between actors to show relationships.

Levels Use of height to convey status or dynamics.

Set Dressing Decorative elements added to a set (not handled by actors).

### Forms and Styles (GCSE & A Level)

Term Definition

Naturalism A style aiming for realistic portrayal of life.

Non-naturalism A style that is abstract, symbolic or stylized.

Physical Theatre Storytelling primarily through movement.

Epic Theatre A style (Brecht) that uses techniques to distance the audience.

Theatre of Cruelty	(Artaud) Theatre meant to shock and provoke.
Verbatim Theatre	A style using the exact words of real people, often documentary-based.
Absurdism	A form emphasizing the meaningless or illogical nature of life.
Stanislavski	A practitioner focused on realism and emotional truth.
Brechtian	Techniques to break the fourth wall and encourage critical thinking.

#### Script & Text Work

Term	Definition
Monologue	A long speech by one character.
Duologue	A scene between two characters.
Soliloquy	A character speaking their thoughts aloud when alone.
Subtext	The underlying meaning behind spoken lines.
Climax	The most intense point of the drama.
Resolution	The conclusion or outcome of the narrative.
Exposition	Background information revealed early in a play.

#### Rehearsal Techniques (A Level Focus)

Term	Definition
Hot-seating	Questioning a character in role to deepen understanding.
Thought-tracking	Revealing a character's internal thoughts out loud.
Forum Theatre	Replaying a scene with audience or cast intervention.
Role on the Wall	A graphic organizer used to develop a character.
Actioning	Assigning a verb to each line to guide delivery (Stanislawski).
Given Circumstances	The background and setting affecting a character's behaviour.

### Suggested Reading List

KS3

Plays:

Blood Brothers by Willy Russell

The Curious Incident of the Dog in the Night-time by Mark Haddon, adapted by Simon Stephens

Blue Remembered Hills by Dennis Potter

Romeo and Juliet by William Shakespeare

KS4

Practitioners:

Guide to Greek Theatre and Drama by Kenneth McLeish

An Actor Prepares by Constantin Stanislavski

The Complete Brecht Toolkit by Stephen Unwin

The Theatre and its Double by Antonin Artaud

Plays:

A Streetcar Named Desire by Tennessee Williams

The Chairs by Eugène Ionesco

Antigone by Sophocles, translated by Anne Carson

KS5

The Empty Space – Peter Brook

Through the Body – Dymphna Callery

The Oxford Illustrated History of Theatre - by John Russell Brown

The Theatre of the Absurd - Martin Esslin

Viewpoints - Anne Bogart

Theatre Reviews:

[Reviews – Exeunt Magazine](#)

[Theatre + Reviews | The Guardian](#)

[Theatre reviews & critiques - The Telegraph](#)