

# Drama?

*'How many times in a day are **your opinions** and **life experiences** reflected or challenged?'*

*When was the last time you were encouraged to form and convey **your own unique perspective** to others, without simply stating the 'right' answer?*

***Drama** is not just about self-expression but also **critical analysis**, and far more **academically rigorous** than presumed'*

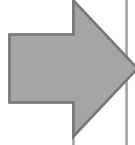
(Frankie Richards, University of Cambridge, 2019-2023)

Drama, as a subject, is so much more than just a practical one. Students have the right to develop and grow in a way that allows for a diversity of talent.

We believe that our Drama department here at MRC offers just that.

# Why is the Drama curriculum at MRC important?

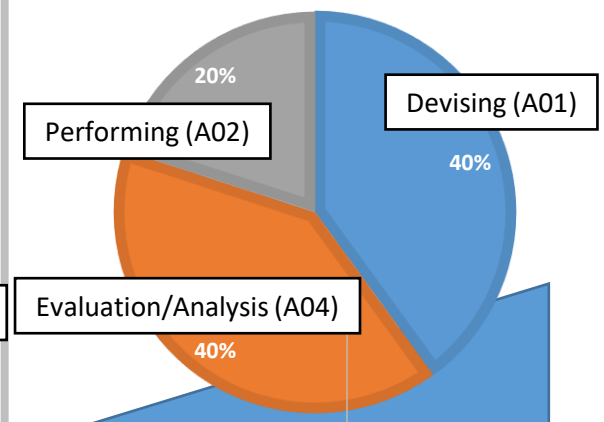
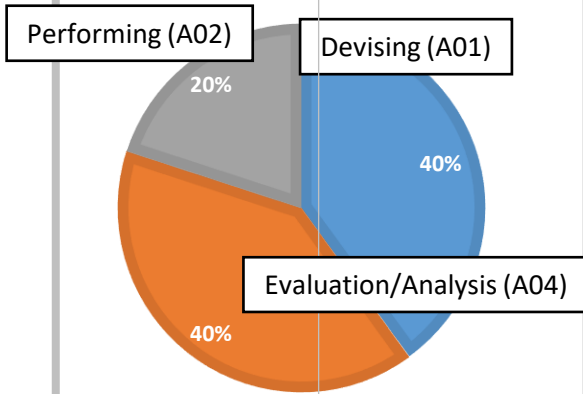
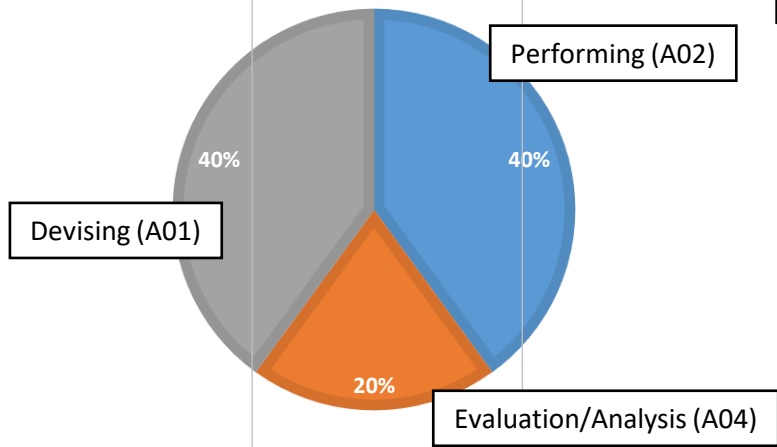
## Our curriculum aims to:

- provide students with **confidence and respect**.
  - develop **Devising, Performing and Evaluative Skills**.
  - encourage students to be **curious**, explore a range of topics and stimuli.
  - help students to develop their **knowledge of culture**.
  - Offer **extensive extra-curriculum opportunities**.
- 

## The overall outcomes:

- students have a **life-long love** and appreciation of Drama.
- students are able to **convey their opinion with confidence**.
- students are able to feel **confident and are respectful to others**.
- the **cultural capital** of our students is enriched.

# DRAMA



Deep knowledge  
Conceptual Learning  
Diversity

A04 Analyse and Evaluate

A02 Performing

A01 Devising

<ul style="list-style-type: none"> <li>Intro to Drama</li> <li>Harry Potter – Script Work</li> <li>Musical Theatre</li> <li>Shakespeare</li> <li>Mask Work</li> <li>Greek Theatre</li> </ul>	<ul style="list-style-type: none"> <li>Commedia Dell Arte</li> <li>Stylised Theatre/ Identification</li> <li>Our Day Out – Script work</li> <li>T.I.E</li> <li>Pride Month</li> <li>Horror</li> </ul>	<ul style="list-style-type: none"> <li>Physical Theatre</li> <li>Use of Stimuli</li> <li>The Party</li> <li>Noughts and Crosses</li> <li>Evaluation – Live Theatre</li> <li>Devising Techniques</li> <li>Comedy</li> <li>DNA text exploration</li> </ul>	<ul style="list-style-type: none"> <li>Pantomime</li> <li>Use of Stimuli</li> <li>Script Work</li> <li>Component 1 – Devising</li> <li>Written Portfolios</li> <li>DNA Text</li> <li>Live Theatre Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Component 3 – DNA Revisiting</li> <li>Live Theatre Evaluation</li> <li>Component 2 Script Work</li> <li>Portfolio Revisiting</li> </ul>	<ul style="list-style-type: none"> <li>Component 1 – Devising skills</li> <li>Script Analysis – Dolls House - Artaud</li> <li>Component 3 – Section B – Equus</li> <li>Component 3 – Section C – Waiting for Godot</li> <li>Live Theatre Evaluation</li> <li>Practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Practitioners</li> <li>Component 2 – Script work</li> <li>Component 3 – Live Theatre Evaluation</li> <li>Component 3 – Section B – Equus</li> <li>Component 3 – Section C – Waiting for Godot</li> </ul>
--	---	--	---	--	---	---

Yr7

Yr8

Yr9

Yr10

Yr11

Yr12

Yr13