

# Outline Programme of Study for Drama at Key Stage 4

# 4

KEY STAGE

Programme of Study  
DRAMA

## Using the Outline Programme of Study

This outline programme of study sets out the broad principles and requirements to which any approved course in drama should adhere. It provides a framework within which courses in drama can be developed, or against which courses in drama can be evaluated in order to determine if they provide appropriate learning experiences.

Pupils with physical or sensory difficulties should have access to appropriate non-visual or non-aural methods of communication, or to the technological aids which will facilitate communication and/or access to the activities outlined in the programme of study. Such pupils should have access to the time and support required to facilitate their use of aids and/or methods of communication.

## Principles

A course in drama should be emotionally, intellectually and creatively challenging. It should enable students to develop:

- an awareness of self and others and the world around them in a dramatic context;
- self-confidence and mutual respect in a dramatic context;
- the ability to express ideas and emotions in dramatic form;
- negotiation skills, concentration and control in dramatic form;
- an appreciation and enjoyment of the drama process and live theatre;
- an appreciation and understanding of dramatic texts;
- contexts within their work which explore and reflect on the content and issues of the cross-curricular themes.

## Requirements

Two essential components of any drama course should be the processes of Making and Appraising.

### Making

Within drama, Making means creating or using dramatic forms in order to understand and express ideas about the world. It generally means becoming involved with other people and employing processes which include negotiating, experimenting, problem-solving, refining, shaping and performing. A course should provide students with opportunities to demonstrate they can:

- use drama to explore relationships, their own and others' attitudes, beliefs and emotions about the world in which they live;
- develop and sustain a role;

- work productively as part of a group in and out of role;
- use dramatic skills, forms, language and text appropriate to audience, context, purpose and task.

### **Appraising**

Within drama, Appraising involves applying the skills of reflection, analysis and evaluation to the process of Making, in order to enhance understanding of how meaning may be expressed through the use of dramatic skills. Appraising involves seeing the work within a context of known forms and conventions so that its effectiveness may be judged. Appraising should occur during and after the drama, both in and out of role. A course should provide students with opportunities to demonstrate:

- an understanding of the development process involved in the making of meaning and the ability to evaluate critically the meaning made;
- a critical understanding, in written and non-written form, of their own work and that of other people;
- a critical knowledge of dramatic context and the ability to analyse and evaluate forms, theatrical genres and conventions.

In both Making and Appraising in drama, students should have opportunities to come to terms with themselves and the world in which they live; to develop intellectually, emotionally and imaginatively, and as a member of a society or culture. Their work should take place both in role and out of role. The course should enable and encourage them to develop their knowledge of, and ability to, apply dramatic forms, strategies and technical skills.

A drama course should offer at least one drama form and one other form or competence from the list below.

### **Drama Forms**

- Improvisation
- Acting
- Mime
- Dance drama

### **Drama Competencies**

- Design
- Electronic media
- Critical and creative writing