

YEAR 7 CURRICULUM INFORMATION - Drama

	Autumn 1	Autumn 2
What will students be learning?	Introduction to Drama – <i>Characterisation Skills and Drama Conventions.</i>	Pantomime – <i>Characterisation and Performance Style.</i>
How will students be assessed?	Practical Performance Milestone - Out of 18 marks	Practical Performance
Literacy – What keywords will be taught?	Keywords that students must know, and be able to spell, by the end of Year 7: Cross-Cutting; Slow Motion; Making the Moment; Narration; Thought Tracking; Still Image; Conscience Ally; Hot-Seating; Role-On-The-Wall; Climax; Tension; Cliff-hanger; Direct Address; Slapstick; Modern References; Audience Participation; Physical Theatre; Mime; Choral work; Characterisation; Facial Expressions; Posture; Gestures; Levels; Voice; Tone; Pace; Projection; Naturalism; Physical Theatre; Playwright	Keywords that students must know, and be able to spell, by the end of Year 7: Cross-Cutting; Slow Motion; Making the Moment; Narration; Thought Tracking; Still Image; Conscience Ally; Hot-Seating; Role-On-The-Wall; Climax; Tension; Cliff-hanger; Direct Address; Slapstick; Modern References; Audience Participation; Physical Theatre; Mime; Choral work; Characterisation; Facial Expressions; Posture; Gestures; Levels; Voice; Tone; Pace; Projection; Naturalism; Physical Theatre; Playwright
What employability skills are being developed?	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.
Wider Curriculum Links?	English	English History
What useful websites are there for this topic?	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs
What wider reading could be done for this topic?	Other Scripts/Plays for KS3.	Pantomime Scripts, Fairy Tales.
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> Encourage students to take part in amateur dramatics clubs across Birmingham. Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. 	<ul style="list-style-type: none"> Encourage students to take part in amateur dramatics clubs across Birmingham. Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical.

YEAR 8 CURRICULUM INFORMATION - Drama

	Autumn 1	Autumn 2
What will students be learning?	Script Exploration – ‘Our Day Out’.	Script Exploration – ‘Our Day Out’.
How will students be assessed?	Practical Performance.	Practical Performance Milestone Assessment. Out of 18 marks.
Literacy – What keywords will be taught?	Keywords that students must know, and be able to spell, by the end of Year 8: Mime; Exaggeration; Clocking the Audience; Rhythm; Tempo; Semiotics; Flashback; Genre; Conventions; Performance Space; Soliloquy; Thrust Theatre; Traverse Staging; In-The-Round Staging; End On Staging; Melodrama; Stereotype; Frantic Assembly; Choreography; Facial Expressions; Body Language; Gesture; Posture; Levels; Mannerism; Proxemics.	Keywords that students must know, and be able to spell, by the end of Year 8: Mime; Exaggeration; Clocking the Audience; Rhythm; Tempo; Semiotics; Flashback; Genre; Conventions; Performance Space; Soliloquy; Thrust Theatre; Traverse Staging; In-The-Round Staging; End On Staging; Melodrama; Stereotype; Frantic Assembly; Choreography; Facial Expressions; Body Language; Gesture; Posture; Levels; Mannerism; Proxemics.
What employability skills are being developed?	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.
Wider Curriculum Links?	English History PSHE	English History PHSE
What useful websites are there for this topic?	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs
What wider reading could be done for this topic?	Other Scripts/Plays for KS3.	Other Scripts/Plays for KS3.
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> Encourage students to take part in amateur dramatics clubs across Birmingham. Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. 	<ul style="list-style-type: none"> Encourage students to take part in amateur dramatics clubs across Birmingham. Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical.

YEAR 9 CURRICULUM INFORMATION - Drama

	Autumn 1	Autumn 2
What will students be learning?	Practitioner Exploration	Shakespeare and Design – Exploration of Design in Theatre.
How will students be assessed?	Practical Performance. Milestone Assessment. Out of 18 marks.	Design Presentation.
Literacy – What keywords will be taught?	Keywords that students must know, and be able to spell, by the end of Year 9: Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Costume Design; Embellishment; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;	Keywords that students must know, and be able to spell, by the end of Year 9: Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Costume Design; Embellishment; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;.
What employability skills are being developed?	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.
Wider Curriculum Links?	English	English History Art
What useful websites are there for this topic?	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs
What wider reading could be done for this topic?	Other Scripts/Plays for KS3.	Shakespeare's Plays
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> Encourage students to take part in amateur dramatics clubs across Birmingham. Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. 	<ul style="list-style-type: none"> Encourage students to take part in amateur dramatics clubs across Birmingham. Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical.

YEAR 10 CURRICULUM INFORMATION - Drama

	Autumn 1	Autumn 2
What will students be learning?	GCSE Practical Examination: Devising Theatre	GCSE Practical Examination: Devising Theatre
Exam Board How will students be assessed?	OCR <ul style="list-style-type: none"> • 10% Practical Examination • 20% Coursework 	OCR <ul style="list-style-type: none"> • 10% Practical Examination • 20% Coursework
Literacy – What keywords will be taught?	Keywords that students must know, and be able to spell, by the end of Year 10: Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;	Keywords that students must know, and be able to spell, by the end of Year 10: Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;
What employability skills are being developed?	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.
Wider Curriculum Links?	English	English
What useful websites are there for this topic?	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs
What wider reading could be done for this topic?	<ul style="list-style-type: none"> • Russell, Willy (2001) <i>Blood Brothers</i>, London: Methuen Publishing, Ltd. ISBN–10: 0413767701 ISBN–13: 978–0413767707 • Graham, S., Hoggett, S., <i>The Frantic Assembly Book of Devising Theatre</i>, Routledge. • Merlin, B., <i>The Complete Stanislavsky Toolkit</i>, Nick Herns Books. • OCR Drama Revision Guide. 	<ul style="list-style-type: none"> • Russell, Willy (2001) <i>Blood Brothers</i>, London: Methuen Publishing, Ltd. ISBN–10: 0413767701 ISBN–13: 978–0413767707 • Graham, S., Hoggett, S., <i>The Frantic Assembly Book of Devising Theatre</i>, Routledge. • Merlin, B., <i>The Complete Stanislavsky Toolkit</i>, Nick Herns Books. • OCR Drama Revision Guide.

What else can students be doing independently to develop their understanding of this topic?

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| <ul style="list-style-type: none">• Encourage students to take part in amateur dramatics clubs across Birmingham.• Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre.• Encourage students to attend theatre trips.• Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical.• Ensure all work always analyses how and why decisions have been made.• Ensure students attend one rehearsal each week to complete their exams.• Attend as much theatre as possible to develop their creativity and ideas. | <ul style="list-style-type: none">• Encourage students to take part in amateur dramatics clubs across Birmingham.• Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre.• Encourage students to attend theatre trips.• Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical.• Ensure all work always analyses how and why decisions have been made.• Ensure students attend one rehearsal each week to complete their exams.• Attend as much theatre as possible to develop their creativity and ideas. |
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YEAR 11 CURRICULUM INFORMATION - Drama

	Autumn 1	Autumn 2
What will students be learning?	GCSE Examination: Presenting and Performing Texts	GCSE Examination: Presenting and Performing Texts
Exam Board How will students be assessed?	OCR <ul style="list-style-type: none"> • 20% Practical Examination • 10% Written Questions • 40% Written Examination 	OCR <ul style="list-style-type: none"> • 20% Practical Examination • 10% Written Questions • 40% Written Examination
Literacy – What keywords will be taught?	Keywords that students must know, and be able to spell, by the end of Year 11: Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;	Keywords that students must know, and be able to spell, by the end of Year 11: Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;
What employability skills are being developed?	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.
Wider Curriculum Links?	English	English
What useful websites are there for this topic?	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs	BBC Bitesize Drama: http://www.bbc.co.uk/education/subjects/zbckjxs
What wider reading could be done for this topic?	<ul style="list-style-type: none"> • Russell, Willy (2001) <i>Blood Brothers</i>, London: Methuen Publishing, Ltd. ISBN–10: 0413767701 ISBN–13: 978–0413767707 • Graham, S., Hoggett, S., <i>The Frantic Assembly Book of Devising Theatre</i>, Routledge. • Merlin, B., <i>The Complete Stanislavsky Toolkit</i>, Nick Herns Books. 	<ul style="list-style-type: none"> • Russell, Willy (2001) <i>Blood Brothers</i>, London: Methuen Publishing, Ltd. ISBN–10: 0413767701 ISBN–13: 978–0413767707 • Graham, S., Hoggett, S., <i>The Frantic Assembly Book of Devising Theatre</i>, Routledge. • Merlin, B., <i>The Complete Stanislavsky Toolkit</i>, Nick Herns Books.

	<ul style="list-style-type: none"> • OCR Drama Revision Guide. 	<ul style="list-style-type: none"> • OCR Drama Revision Guide.
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<ul style="list-style-type: none"> • Encourage students to take part in amateur dramatics clubs across Birmingham. • Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. • Ensure all work always analyses how and why decisions have been made. • Ensure students attend one rehearsal each week to complete their exams. • Attend as much theatre as possible to develop their creativity and ideas. 	<ul style="list-style-type: none"> • Encourage students to take part in amateur dramatics clubs across Birmingham. • Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. • Ensure all work always analyses how and why decisions have been made. • Ensure students attend one rehearsal each week to complete their exams. • Attend as much theatre as possible to develop their creativity and ideas.

YEAR 12 CURRICULUM INFORMATION - Drama

	Autumn 1	Autumn 2
What will students be learning?	Practitioners in Practice	Practitioners in Practice
Exam Board How will students be assessed?	OCR <ul style="list-style-type: none"> 40% of Total A Level: Practitioners in Practice (33% Practical Assessment and 67% Coursework) 	OCR <ul style="list-style-type: none"> 40% of Total A Level: Practitioners in Practice (33% Practical Assessment and 67% Coursework) 20% of total A level – Analysing performance – Written exam.
Literacy – What keywords will be taught?	Keywords that students must know, and be able to spell, by the end of Year 12: Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions;	Keywords that students must know, and be able to spell, by the end of Year 12: Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;
What employability skills are being developed?	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.
Wider Curriculum Links?	English	English
What useful websites are there for this topic?	<ul style="list-style-type: none"> Drama Online: http://www.dramaonlinelibrary.com/ Steven Berkoff Online: http://www.stevenberkoff.com/ Theatre Practitioners: http://cw.routledge.com/textbooks/actortraining/practitioners-pages.asp 	<ul style="list-style-type: none"> Drama Online: http://www.dramaonlinelibrary.com/ Steven Berkoff Online: http://www.stevenberkoff.com/ Theatre Practitioners: http://cw.routledge.com/textbooks/actortraining/practitioners-pages.asp
What wider reading could be done for this topic?	<ul style="list-style-type: none"> Davey, J., Lewis, S., Edexcel AS Drama and Theatre Studies: Student Book, Edexcel. 	<ul style="list-style-type: none"> Davey, J., Lewis, S., Edexcel AS Drama and Theatre Studies: Student Book, Edexcel.

	<ul style="list-style-type: none"> • O'Brian, N., <i>Stanislavski in Practise: Exercises for Students</i>. Routledge. • Cambridge International AS & A Level Drama Student's Book • The Theatre of Steven Berkoff by Steven Berkoff • The Frantic Assembly Book of Devising Theatre by Scott Graham and Steven Hoggetts 	<ul style="list-style-type: none"> • O'Brian, N., <i>Stanislavski in Practise: Exercises for Students</i>. Routledge.. • Cambridge International AS & A Level Drama Student's Book • The Theatre of Steven Berkoff by Steven Berkoff • The Frantic Assembly Book of Devising Theatre by Scott Graham and Steven Hoggetts
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<ul style="list-style-type: none"> • Encourage students to take part in amateur dramatics clubs across Birmingham. • Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. • Ensure all work always analyses how and why decisions have been made. • Ensure students attend one rehearsal each week to complete their exams. • Attend as much theatre as possible to develop their creativity and ideas. 	<ul style="list-style-type: none"> • Encourage students to take part in amateur dramatics clubs across Birmingham. • Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. • Ensure all work always analyses how and why decisions have been made. • Ensure students attend one rehearsal each week to complete their exams. • Attend as much theatre as possible to develop their creativity and ideas.

YEAR 13 CURRICULUM INFORMATION - Drama

	Autumn 1	Autumn 2
What will students be learning?	Exploring and Performing Texts Analysing Performance; Section A (Set Text 1 and 2)	Exploring and Performing Texts Analysing Performance; Section B (Live Theatre)
Exam Board How will students be assessed?	OCR <ul style="list-style-type: none"> • 20% of total A Level – Presenting and Performing texts (scripted performance) • 20% of total A level – Analysing performance – Written exam. 	OCR <ul style="list-style-type: none"> • 20% of total A Level – Presenting and Performing texts (scripted performance) • 20% of total A level – Analysing performance – Written exam.
Literacy – What keywords will be taught?	Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;	Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal;
What employability skills are being developed?	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.	Communication, Creativity, Time Management, Personal Development, Leadership, Teamwork.
Wider Curriculum Links?	English	English

<p>What useful websites are there for this topic?</p>	<ul style="list-style-type: none"> • Drama Online: http://www.dramaonlinelibrary.com/ • Steven Berkoff Online: http://www.stevenberkoff.com/ • Theatre Practitioners: http://cw.routledge.com/textbooks/actortraining/practitioners-pages.asp 	<ul style="list-style-type: none"> • Drama Online: http://www.dramaonlinelibrary.com/ • Steven Berkoff Online: http://www.stevenberkoff.com/ • Theatre Practitioners: http://cw.routledge.com/textbooks/actortraining/practitioners-pages.asp
<p>What wider reading could be done for this topic?</p>	<ul style="list-style-type: none"> • Davey, J., Lewis, S., Edexcel AS Drama and Theatre Studies: Student Book, Edexcel. • O'Brian, N., <i>Stanislavski in Practise: Exercises for Students</i>. Routledge. • Cambridge International AS & A Level Drama Student's Book • The Theatre of Steven Berkoff by Steven Berkoff • The Frantic Assembly Book of Devising Theatre by Scott Graham and Steven Hoggetts 	<ul style="list-style-type: none"> • Davey, J., Lewis, S., Edexcel AS Drama and Theatre Studies: Student Book, Edexcel. • O'Brian, N., <i>Stanislavski in Practise: Exercises for Students</i>. Routledge.. • Cambridge International AS & A Level Drama Student's Book • The Theatre of Steven Berkoff by Steven Berkoff • The Frantic Assembly Book of Devising Theatre by Scott Graham and Steven Hoggetts
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<ul style="list-style-type: none"> • Encourage students to take part in amateur dramatics clubs across Birmingham. • Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. • Ensure all work always analyses how and why decisions have been made. • Ensure students attend one rehearsal each week to complete their exams. • Attend as much theatre as possible to develop their creativity and ideas. 	<ul style="list-style-type: none"> • Encourage students to take part in amateur dramatics clubs across Birmingham. • Visit and watch live theatre at: The Rep; The Hippodrome; The Lichfield Garrick; The Mac; Warwick Art Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival; Eisteddfod; The School Musical. • Ensure all work always analyses how and why decisions have been made. • Ensure students attend one rehearsal each week to complete their exams. • Attend as much theatre as possible to develop their creativity and ideas.