

**Glebelands**  
Respect and Achieve



## Head of Department Welcome

Thank you for your interest in Glebelands School and the Drama department. I am pleased that you are considering applying for the advertised position and hope that the department brochure will provide you with the information you require to give you an insight into the department.

The department is very friendly and outgoing with large ambitions. We pride ourselves on delivering the very best lessons we can, ensuring Drama remains an extremely popular subject at Glebelands School.

As a new member of staff, be it an ECT or an experienced teacher, you would be actively encouraged to contribute your ideas and input in to our ever evolving, aspirational department. Whatever your background we desire to work closely deliver in our regular Teaching and Learning meeting to share the best practice and create the best experience for our students.

There is also plenty of opportunity to explore other areas of interest through extra-curricular activities such as Thrive and after school clubs and productions; such as: *Grease*; *My Fair Lady*; *Oliver!* ; *Les Miserables* and *A Christmas Carol*.

This is an exceptional opportunity for a dynamic teacher to become part of our team. The successful candidate will align to both the school's and the department strategic vision, have a drive and energy to help shape the curriculum and ensure the learning environment is one in which all of our students will thrive.

**Mr Gregory Robinson**

Head of Department



**Glebelands**  
Respect and Achieve



## Drama Department Vision Statement

The Glebelands Drama department aims to be inclusive of all abilities in procuring a curriculum which teaches students a wide range of Drama knowledge, both academic and practical. The Drama department aims to engage and enthuse students into both the creative side and theoretical side of performance, developing important transferable skills with a stretching and challenging curriculum on both of these facets. The curriculum aims to develop a base-line knowledge and application of skills which range around a number of topics in the performance landscape including Commedia Dell'Arte; Greek Theatre; Practitioners; Storytelling techniques; Melodrama and Silent Movies to give students a broad experience of content to learn and explore, each topic building on top of prior learning in aiming to ensure all students progress, irrespective of past experience and knowledge of Drama by constant development of the skills that Drama teaches. This engagement in performance is further development by being imbedded in the extra-curricular programme at Glebelands.

Drama at Glebelands not only broadens and deepens the curriculum but teaches transferable skills which are vital in the modern-day work place which has become more reliant on skills based knowledge. The aim is for Drama to foster not only a curiosity and engagement for the knowledge taught from KS3 to KS4 but a recognition in the importance it plays in preparing students for the modern day work place. We endeavour to harbour this curiosity throughout KS3 and maintain a large interest to pursue Drama at GCSE either as a performer or a designer. We aim to enable students to assess the history of theatre and its many different styles and able to assess to application of skills to in the pursuit of mastery, preparing students for the future in using applied knowledge and skills in later life.

The Drama curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by adapting approach to tasks given in lessons and homework through a variety of means: differentiating resources; differentiating interactions and facilitations; differentiating and adapting tasks inherently. We also explicit opportunities to develop their depth of understanding and literacy of dramatic concepts and terminology. It is our intent that students feel encouraged, building their confidence, enjoyment in the learning of Drama irrespective of prior attainment. We want students to not only enjoy Drama but build a capital of knowledge and application of Dramatic terminology, enriching their cultural vocabulary in creating well-rounded individuals not only preparing students for jobs within the Drama and Performance industry.

### **It is our purpose in teaching Drama to ensure students leave Glebelands being able to:**

- Draw upon their creative, performative, collaborative, critical thinking and problem solving skills in from Drama lessons as well as any theoretical knowledge of a given lesson.
- Obtain Develop analytical and evaluative skill with enhanced abilities of critical thinking and assessment of practical skills.
- Gain an appreciation of Drama and Theatre's place in development of culture and politics, making critical and informed judgements of the societal issues communicated through theatre.
- Make connections between the different techniques, styles, assessing the similarities and differences in skills in order to better understand them.
- Strive for personal excellence and become the best dramatists/dramaturgs that they can be as we have provided challenging thought provoking lessons that allow this.
- Have secure knowledge through a breadth of experience in Drama knowledge from theatre design to performative knowledge, giving students a richer academic understanding in-line with the knowledge taught at GCSE, feeling prepared for the future.
- Enjoy Drama with a widened perspective, broadened curiosity and intellectual skills.
- Have developed their independence of thought, which has resulted from an engaging and thought provoking curriculum as well as practical activities, which encourage self-discipline organisation and collaboration.
- Develop empathy and sensitivity towards others through various methods of inhabiting a role and collaborating with others. Therefore, gaining a better understanding others thoughts and feelings.
- Inhabit a range of skills, knowledge and ability that will enable students to choose to study Drama post 16.





### About the Drama Department

- The Drama Department is a hugely successful department situated in its own area of the main building aligning the Main Hall the adjoining Drama Studio. The department consists of one lead practitioner in Mr Gregory Robinson who manages and promotes Drama throughout the school.

Both the Main Hall and Drama Studio are set up with a desktop computer, sound system, projector and visualiser to support the delivery of a lesson. The main room used for lessons is the Drama studio which provides a more intimate theatrical experience. Each room is well equipped with professional sound and lighting equipment which enhances our students experience.

### Curriculum Delivery Structure

#### Key Stage 3:

- In Year 7 and 8 each discipline is timetabled for one 95 minute lessons over a fortnight and are placed in a 6 week rotation with Music. This provides class sizes of around 15 students on average.
- In Year 9 each discipline is timetabled for one 95 minute lessons over a fortnight and is not timetabled on rotation to give students the chance to perform in larger groups (in their tutor groups) and enhance their experience of theoretical and practical Drama,

#### Key Stage 4:

- In Year 10 and 11 each discipline is timetabled for three 95 minute lessons over a fortnight. The department is a very popular option with all disciplines having a GCSE class and class size is on average 24 students.

**Department Staff: Mr Gregory Robinson— Head of Department**

#### Facilities:

**Drama Studio - with lighting and sound rig.**

**Costume and Properties Store Room and Book/Resources Store Room**

**Main Hall - with proscenium arch stage, seats 350, lighting and sound rig, including P.A system**



## Drama Key Stage 3 Curriculum

Each year students learn Drama styles and techniques which build upon their base-line performance skills. Over the years these topics get more challenging and reinforce previous learning to help the students develop and grow their knowledge and skills.

### Year 7 Overview:

Students are introduced to the basics of Drama skills, techniques and styles, learning how to create, adapt, evaluate and produce a piece of drama from their first module "Introduction to Drama". Students further develop their story telling and devising skills from "Darkwood Manor", enhancing their understanding and application of Drama Techniques. Students throughout the year are given the opportunity to develop scripted work, improvised work and devised work, finishing the year on a 'Script work' project to mirror all three components of the AQA Drama GCSE, throughout the year.

### Year 8 Overview:

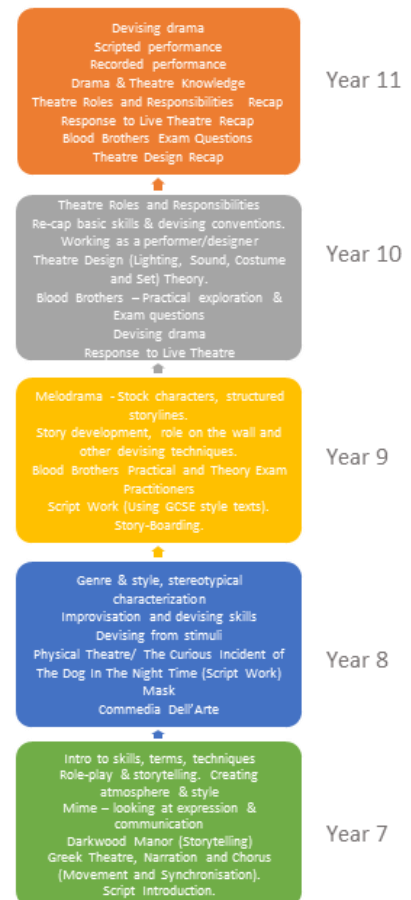
Students are develop their Drama skills, techniques and enhance their understanding of dramatic styles, learning how to create, adapt, evaluate and produce a piece of Drama in a specific way from their first module "Commedia Dell 'Arte". Students further develop their story telling and devising skills from "Devising" module, enhancing their understanding and application of Drama Techniques., mirroring Component 2 of the AQA Drama GCSE. Students throughout the year are given the opportunity to develop scripted work, improvised work and devised work, finishing the year on a project on *The Curious Incident of The Dog in The Night-Time* to mirror Components 1 and 3 of the AQA Drama GCSE.

### Year 9 Overview:

Students enhance their Drama skills, techniques and enhance their understanding of dramatic styles, learning how to create, adapt, evaluate and produce a piece of Drama in a specific way from their first module, "Melodrama", furthering this later on in the year with a project on 'Drama Practitioners'. Students further develop their story telling and devising skills from their 'TIE project' module, enhancing their understanding and application of Drama Techniques, mirroring Component 2 of the AQA Drama GCSE. Students throughout the year are given the opportunity to develop scripted work, improvised work and devised work. Students more critically analyse texts whilst doing this, doing projects on *Blood Brothers* (*The set text chosen at AQA GCSE*) and *DNA* to mirror all Components 1 and 3 of the AQA Drama GCSE.



### Curriculum Map



**Glebelands**  
Respect and Achieve

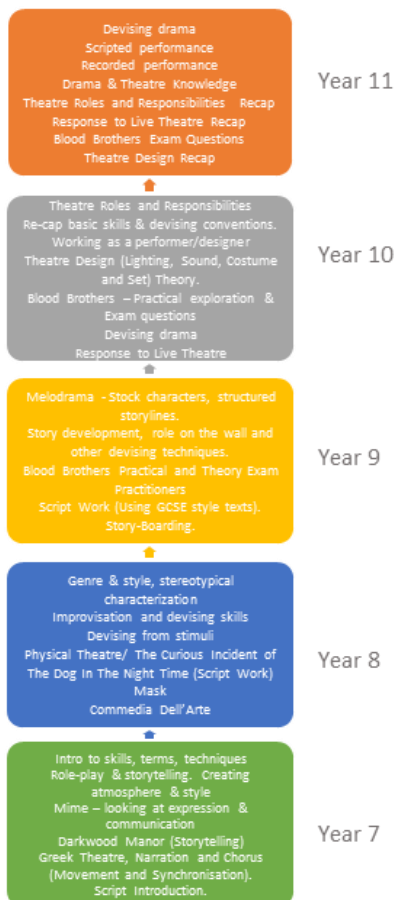


## Drama Key Stage 4 Curriculum

At Key Stage 4 Students study the AQA specification at GCSE level. This is broken into Three Components taught across Years 10 and 11.

**Component One: Understanding Drama (40% of the GCSE)** comprises of the studying of the set text: *Blood Brothers* (Section B); understanding Roles and Responsibilities of Theatre Professionals and Theatre Terminology (Section A) as well as analysing Live Theatre (Section C). Students explore the foundation of knowledge of Section A of Component One throughout Key Stage Three and build and enhance this knowledge during KS4, gaining a deeper and more analytical understanding of Theatre terminology as well as exploring other roles outside of performing including: Stage Management, Lighting design, Sound Design, Costume Design, Set Design and Direction. Students will study and perform extracts of *Blood Brothers* (Section B) and understand how to answer exam questions on the text as well as watch live and recorded theatre across KS4 to prepare for exam style questions on analysing Live Theatre (Section C).

### Curriculum Map



Students explore Component Two: Devising theatre (40% of the GCSE) during Year 10. During this Component students can elect to be assessed as either a Set Designer, Costumer Designer, Lighting Designer or as a performer. Students during this component will explore theatre style including theatre practitioners, performing a piece of their own creation with an accompanying devising log of 2,000—2,500 words. The performance is recorded and internally assessed.

Students explore Component Three: Texts in practice (20% of the GCSE) during Year 11. During this Component students can elect to be assessed as either a Set Designer, Costumer Designer, Lighting Designer or as a performer. Students during this component will explore theatre style including theatre practitioners, performing two extracts of scripted theatre. This performance is externally assessed.



**Glebelands**  
Respect and Achieve





## What our students said when asked to finish the sentence 'I like Drama because...'

---

'I like Drama because it is fun and teaches you to gain expertise in skills'

'I like Drama because it gives you an insight how to put across how to present your self not just on the stage but every-day life'

'I like Drama because I can try new things.'

'I like Drama because you have the freedom to be imaginative and creative .'

'I like Drama because it has something for everyone.'

'I like Drama because it gives you many skills needed in life

'I like Drama because it helps me with my confidence and other key life skills.'

'I like Drama because it is fun , enjoyable and very inclusive.'



**Glebelands**  
Respect and Achieve





Glebelands School  
Parsonage Road  
Cranleigh  
GU6 7AN

01483 542400  
[info@glebelands.surrey.sch.uk](mailto:info@glebelands.surrey.sch.uk)