



Drama and Theatre

Why study Drama and Theatre?

The skills honed during the Drama and Theatre course are essential to all further education and career prospects. After all, what jobs are there that don't require you to work productively and effectively as part of a team, communicate effectively, solve problems creatively, and take leadership roles?

You do not have to plan to be an actor or stage technician to want to take Drama and Theatre, you just need to have a desire to work with others, be independent and want to take part in a creative and engaging style of learning.

What skills will I gain from studying Drama and Theatre?

As well as improving your acting, design and directing skills on this course, you will also: improve your communication skills; increase your confidence; improve your creative thinking skills; improve your group-working skills; learn how to formulate balanced arguments; how to analyse, evaluate and justify; learn how to manage your own time and learning effectively; develop creative writing skills; gain an understanding of producing a full-length production and appreciate live theatre.

Having studied Drama and Theatre what opportunities will be open to me?

A level Drama and Theatre is highly respected due to the invaluable life skills that are polished during the course. Our alumni are testament to the enrichment they have experienced from studying Drama and Theatre at Hazelwick. Students have gone on to study Drama at institutions such as RADA and The Royal Central School of Speech and Drama, but also study, amongst other things: Classics at Warwick, Philosophy at York, and Maths at Cambridge.

Entry requirements

Grade 6 in English and Grade 6 or above in GCSE Drama if taken.

Edexcel Specification code/no. - 9DR0

Topics covered in Year 12

Component 3: The study of set text 'Hedda Gabler' by Henrik Ibsen as a director, applying the methodologies of theatre practitioner Complicité; the study of 'That Face' by Polly Stenham as an actor and designer. To fully understand both set texts, students perform an abridged version of 'That Face' and 'Hedda Gabler'. Students also learn how to analyse and evaluate live theatre in response to a provocative statement about the relevance of live theatre to a young, contemporary audience.

Component 1: Students devise their own performance in groups, using the methodologies of a chosen practitioner, and inspired by an extract from a published play. Students then write a 3000-word portfolio, answering questions based on the creative process of devising and their final performance.

Topics covered in Year 13

Component 2: The performance of two extracts from two plays: a monologue or duologue, and a group performance.

Component 3: Revision of exam content.