

# Drama Curriculum Overview



*Believe, Succeed, Together*

2018

## Year 7 Drama

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p><b>Term 1b: ChildLine:</b></p> <p>Students will be introduced to key drama skills through exploration of a fictional character. They will create scenes based on this protagonist. This will look at the theme of bullying and the impact that it can have.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Role play, still image, split-scene, thought-tracking, forum theatre, marking the moment</li> <li>• Considering character context when applying vocal and movement skills.</li> <li>• Responding to a scripted scene- focusing on use of language, use of active pause and demonstrating status of character.</li> </ul> <p><b>Term 2b: 'Charlie and the chocolate factory'.</b> Focusing on the story of 'Charlie and the factory'. Students will discuss the plot and use devised and scripted scenes to realise some of the key moments from the story.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating character context</li> <li>• Considering spatial awareness</li> <li>• Developing stereotypes and stock character stances.</li> <li>• Devising using physical theatre</li> <li>• Considering semiotics</li> </ul>	<p><b>Term 1a: The Manor House</b></p> <p>A fictional adventure which is developed by the students. They will become a group of friends who explore a haunted house!</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Developing physical theatre skills</li> <li>• Performing stereotypes: use of language, stance, movement, vocal quality</li> <li>• Body Language: dynamic of movement</li> <li>• Simplifying and amplifying the action</li> <li>• Hot-seating</li> <li>• Semiotics of character and character space</li> <li>• Passing the focus</li> <li>• Considering types of staging</li> <li>• Set design: Drawing a Traverse stage ground plan for one scene explored in class.</li> </ul> <p><b>Term 2b: 'The Siege, by Adrian Mitchel'</b> Students will be reading and performing extracts from Adrian Mitchel's 'The Siege'. They will focus on interpretation of language and stage directions and apply key skills. This is a diluted version of GCSE 'Presenting and performing texts'.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Realism</li> <li>• Interpreting text- playwright's intention</li> </ul>	<p><b>Term 1a: Mask work</b></p> <p>Introduction to rules of the mask and archetype characters</p> <p><b>Exploration: Coupe de Mask</b></p> <ul style="list-style-type: none"> <li>• Stock character</li> <li>• Passing the focus</li> <li>• Clocking the audience</li> <li>• Double take</li> <li>• Centre of weight</li> <li>• Leading from the body</li> <li>• Dynamic shifts</li> <li>• States of tension</li> </ul> <p><b>Term 2b: 'Homelessness'</b> Exploring the social issue of Homelessness using different style of theatre.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Devising from stimulus: poetry and music.</li> <li>• Exploration of script extracts from 'Stone cold' by Robert Swindells</li> <li>• Stylised conventions</li> <li>• Epic theatre conventions</li> <li>• Realism conventions</li> <li>• Choral soundscaping</li> <li>• Intended impact on audience</li> </ul>

	<ul style="list-style-type: none"> <li>Addressing types of staging</li> <li>Conventions and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Analysing use of language and stage directions</li> <li>Demonstrating character context</li> <li>Considering spatial awareness and semiotics</li> <li>Addressing types of staging</li> <li>Constructing a set for a 'proscenium Arch' stage.</li> </ul>	
<b>Assessment</b>	<p><b>Formative assessment</b> – peer review with target lead improvement time.</p> <p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review using sentence starters with targets. Opportunity to refine and improve responses and work using feedback.</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>Formative assessment</b> – peer review with target lead improvement time.</p> <p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review using sentence starters with targets. Opportunity to refine and improve responses and work using feedback.</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>Formative assessment</b> – peer review with target lead improvement time.</p> <p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review using sentence starters with targets. Opportunity to refine and improve responses and work using feedback.</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>
<b>Resources</b>			

## YEAR 8 Drama

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p><b>Term 1a: 'Two Islands'</b> The unit uses the story 'Two Islands' by Ivan Gantshev. The story is used as a stimulus to develop upon some of the key skills acquired in Year 7.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Physical theatre; dynamic shifts, use of space, passing the focus, soundscaping, simplify and amplifying action</li> <li>• Persuasive language for different audiences</li> <li>• Creating archetypes</li> <li>• Mime to Music using the Epic Theatre convention-gestus.</li> <li>• Selecting and applying staging.</li> </ul> <p><b>Term 1b: Greek Theatre</b> Students will consider the social, cultural and historical context of Greek Theatre. The focus will predominantly be on the functions of a Greek Chorus. This will be done through text and stimulus based exploration.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Origins of Greek Theatre</li> <li>• Theatre vocabulary</li> </ul>	<p><b>Term 1a: Humpty Dumpty</b> Analysing and performing extracts from 'The Terrible fate of Humpty Dumpty' by David Calcutt.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Realism- character objective</li> <li>• Script analysis- subtext, stage directions</li> <li>• States of tension</li> <li>• Use of space/ character space/ site-lines</li> <li>• Analysing production elements</li> <li>• Constructing a set for theatre- in the-round with lighting design</li> </ul> <p><b>Term 2b: Developing a plot.</b> In this unit, students will link together script extracts to develop a story line.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Analysing character intention</li> <li>• Vocal awareness</li> <li>• Naturalism: Given circumstance/ objective</li> <li>• Contextualising text (social, cultural, historical context)</li> </ul>	<p><b>Term 1a: Commedia dell 'Arte</b> This unit develops upon the mask skills that were introduced in Year 7. We will look at the historical and social context of this performance style and then focus on the Coupe de Mask of 5 archetypes.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Rules of the mask</li> <li>• Stock characters</li> <li>• Coupe de mask- the shape of the character</li> <li>• Actor/audience relationship</li> <li>• Lazzi</li> <li>• Gromalot</li> <li>• Entrance and exits</li> <li>• Defining the space</li> <li>• Dynamic and status shifts</li> </ul> <p><b>Term 2b: Devising from stimulus</b> This unit is a simplified version of the GCSE drama unit. Students will structure a play using a range of tasks. Each week they will have a specific focus to aid them in creating and shaping work for performance.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Responding to stimulus</li> </ul>

	<ul style="list-style-type: none"> <li>• Functions of a Greek chorus</li> <li>• Soundscaping</li> <li>• Demonstrating intention through choric movement and speech</li> <li>• Analysing the impact of shifts in pace and dynamics.</li> <li>• Selecting and performing text</li> </ul>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Transitions</li> <li>• Structure of the piece</li> </ul>	<ul style="list-style-type: none"> <li>• Considering structure and target audience</li> <li>• Selecting performance style</li> <li>• Selecting performance space</li> <li>• Character development</li> <li>• Considering visual, aural and spatial elements</li> <li>• Developing and refining work</li> </ul>
<b>Assessment</b>	<p><b>Formative assessment</b> – peer review with target based improvement time.</p> <p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review using sentence starters with targets. Opportunity to refine and improve responses and work using feedback.</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>Formative assessment</b> – peer review with target based improvement time.</p> <p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review using sentence starters with targets. Opportunity to refine and improve responses and work using feedback.</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>Formative assessment</b> – peer review with target based improvement time.</p> <p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review using sentence starters with targets. Opportunity to refine and improve responses and work using feedback.</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>
<b>Resources</b>			

## YEAR 9 Drama

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p><b>Term 1a: Skills development.</b></p> <p>Practical and written analysis of Practitioners and associated styles and techniques. These are then applied to stimulus work.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Frantic Assembly workshop and follow up sessions.</li> <li>• Laban’s efforts; applying to physicality</li> <li>• Working from stimulus: responding to a range of stimulus- prep for component 1 mock.</li> <li>• Choral work</li> </ul> <p><b>Term1b: Genre and Style: Epic Theatre and Realism.</b></p> <p>Understanding the distinction between the two by exploring examples of both with reference to the social, cultural and historical context. .</p> <p><b>Exploration:</b></p> <p>Genre: Overview of genre types. Exploration of: mystery play: Everyman, Political theatre: Brecht-</p>	<p><b>Term 2a: Surrealism and Physical Theatre. Practitioners: Artuad/ Berkoff.</b></p> <p>Practical and written analysis of Practitioners and associated styles and techniques.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Overview of historical context of Surrealism</li> <li>• Exploration through practical and text based exploration</li> <li>• Links to and exploration of Physical Theatre- Berkoff.</li> <li>• Link to Component 3: Exam style question</li> </ul> <p><b>Term 2b: Mock Component unit 1</b></p> <p>Devising Drama: 30% of GCSE Non examined assessment 60 marks- 40 marks portfolio (AO1, AO3) 20 marks performance (AO2).</p> <p><b>Exploration:</b></p> <p>Structured exploration of devising process with assessment criteria and written portfolio in journal format</p>	<p><b>Term 3a: Mock component 2</b></p> <p>Presenting and performing texts: Externally examined, 30 % of GCSE, 60 marks, 20 marks A01 (creating). 40 marks A02 (applying skills to live performance)</p> <p>Learners perform 2 extracts from one text. Students may select a pathway: performing or design role but must remain in this role throughout the unit.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Exploration of extracts</li> <li>• Rehearsal</li> <li>• Refining and shaping work</li> <li>• Links to C3 Section A</li> </ul> <p><b>Term 3b: Mock component</b></p> <p>Performance and Response: 2 sections.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• written exam style questions AO3 &amp; AO4</li> <li>• Considering set design</li> <li>• Considering lighting design</li> <li>• Considering costume design</li> <li>• Considering directing and acting</li> </ul>

	<p>Style: Epic Theatre (Brecht) Naturalism (Stanislavski) Link to Component 3 section A: Exam style question</p>		
<b>Assessment</b>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> written evaluation of genre using exam style question component 3</p>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> written evaluation of genre using exam style question component 3</p>
<b>Resources</b>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>

## YEAR 10 NAME DRAMA

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p><b>Term 1a: style and genre revisited- introduction to Epic Theatre.</b></p> <p>Understanding the distinction between style and genre by exploring examples of both with reference to the social, cultural and historical context.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Exploration of: mystery play: Everyman</li> <li>• Exploration of Political theatre: Brecht's Epic Theatre using Splendid Production's Everyman-</li> <li>• Link to Component 3 section A &amp;B: Exam style questions</li> </ul>	<p><b>Term 2a: Component unit 1 exam</b></p> <p>Devising Drama: 30% of GCSE Non examined assessment 60 marks- 40 marks portfolio (AO1, AO3) 20 marks performance (AO2).</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Structured exploration of devising process with assessment criteria and written portfolio in journal format.</li> <li>• Performance of rehearsed piece that is recorded for moderation.</li> <li>• Submission of final portfolio.</li> </ul>	<p><b>Term 3a: Mock component 3-section A</b></p> <p>Performance and Response: 2 sections. Set text for yr 11. 1 ½ hr. written exam. 40% of GCSE, 80 marks, AO3 60 marks (30%) AO4 20 marks (10%) Missing Dan Nolan</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Set text: Missing Dan Nolan</li> <li>• Learners will explore a performance text practically to demonstrate their knowledge and understanding of theatre skills.</li> <li>• Exam style written tasks</li> <li>• Mock Exam</li> </ul>
	<p><b>Term 1b: GCSE Component 1 exam preparation.</b></p> <p>Devising Drama: 30% of GCSE Non examined assessment 60 marks- 40 marks portfolio (AO1, AO3) 20 marks performance (AO2).</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Structured exploration of devising process</li> </ul>	<p><b>Term2b: Mock component 3-section A</b></p> <p>Performance and Response: 2 sections. Set text for yr 11. 1 ½ hr. written exam. 40% of GCSE, 80 marks, AO3 60 marks (30%) AO4 20 marks (10%)</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>• Set text: Missing Dan Nolan</li> <li>• Learners will explore a performance text practically to demonstrate their</li> </ul>	<p><b>Term 3b: Mock component 2</b></p> <p>Presenting and performing texts: Externally examined, 30 % of GCSE, 60 marks, 20 marks A01 (creating). 40 marks A02 (applying skills to live performance)</p> <p><b>Exploration:</b></p> <p>Learners rehearse and perform an extract from one text. Students may select a</p>



	<ul style="list-style-type: none"> <li>• Checking practical and written work against assessment criteria</li> <li>• written portfolio support</li> <li>• interim peer review</li> </ul>	<p>knowledge and understanding of theatre skills.</p> <ul style="list-style-type: none"> <li>• Exam style written tasks</li> </ul>	<p>pathway: performing or design role but must remain in this role throughout the unit.</p> <p>Play text: Too fast by Douglas Maxwell</p>
<b>Assessment</b>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>
<b>Resources</b>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>

## YEAR 11 DRAMA

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p><b>Term 1a: Preparation for Performance and Response section B:</b> Recorded Live performance/ Live theatre trip organised by the drama department.</p> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>Analysing Missing Dan Nolan performance (set text) focusing on Visual, Aural, Spatial elements.</li> <li>Practical exploration for VAS elements</li> <li>Preparation for theatre trip</li> <li>Evaluation of live performance</li> </ul> <p><b>Term 1b: EXAM PREPARATION: Component 2 -Presenting and Performing Texts</b></p> <p>Presenting and performing texts: Externally examined, 30 % of GCSE, 60 marks, 20 marks A01 (creating). 40 marks A02 (applying skills to live performance)</p> <p><b>Exploration:</b> Learners rehearse 2 extracts from one text. Students may select a pathway: performing or design role but must remain in this role throughout the unit.</p>	<p><b>Term 2a: EXAM- Component 2 -Presenting and Performing Text.</b></p> <p>30 % of GCSE, 60 marks, 20 marks A01 (creating). 40 marks A02 (applying skills to live performance). Externally examined.</p> <p><b>Exploration:</b> Learners rehearse and perform 2 extracts from one text. Students may select a pathway: performing or design role but must remain in this role throughout the unit. Play text: to be allocated.</p> <p>EXAM: Provisional date: 25<sup>TH</sup> FEBRUARY</p> <p><b>Term 2b: Revision. Performance and Response section A and section B</b></p> <p>Performance and Response: 2 sections. Set text for yr 11. 1 ½ hr. written exam. 40% of GCSE, 80 marks, AO3 60 marks (30%) AO4 20 marks (10%)</p> <p>Set Text: Missing Dan Nolan by Mark Wheeler.</p> <p>Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.</p>	<p><b>Term 3a: Component 3-Performance and response.</b></p> <p>Set text: Missing Dan Nolan by Mark Wheeler.</p> <p>Live performance: TBA 1 ½ hr. written exam. 40% of GCSE, 80 marks, AO3 60 marks (30%) AO4 20 marks (10%)</p> <p>Exam date: Previously 18<sup>th</sup> May. Exact date to be confirmed by the exam board.</p>

	<p>Play text: to be allocated. Exam period 1<sup>st</sup> February- 1<sup>st</sup> June Interim assessment: 2<sup>nd</sup> week of January</p>		
<b>Assessment</b>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>	<p><b>DRAFT/ Formative</b> – Teacher lead questioning, peer review exam criteria with targets. Opportunity to refine and improve responses and work: DRAFT Exam style questions</p> <p><b>Summative assessment:</b> Using a combination of scripted and devised skills- create your own scene. This must incorporate the key drama skills explored this term.</p>
<b>Resources</b>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>	<p>CGP Drama 9-1 Drama Revision guide: <a href="http://www.cgpbooks.co.uk/Student/books_gcse_drama">www.cgpbooks.co.uk/Student/books_gcse_drama</a></p> <p>BBC Bitesize Drama GCSE: <a href="http://www.bbc.com/education/subjects">www.bbc.com/education/subjects</a></p> <p>OCR GCSE Drama 9-1: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p>