



University of
Roehampton
London

Drama PGCE

Welcome Pages



Welcome

Welcome to the PCGE Drama at the University of Roehampton. The year ahead will undoubtedly be full of rewards and challenges and we look forward to sharing these with you. The subject studies sessions aim to add to and develop your existing body of knowledge; helping you to shape this for classroom contexts. The modules we teach have been designed to ensure that you receive both experience in classrooms and seminars which should help you to form a theoretical underpinning to your practice.

To help you prepare for the year, please see the following pages for some suggested reading and activities. Books recommended are readily available to buy and will be in the university library (many as e-books). It is also highly recommended you familiarise yourself with the [ITT Early Career Framework](#) which outlines the minimum context student teachers will cover.

If you require any further assistance with pre-course reading, please email me: rebecca.thompson@roehampton.ac.uk.

Dr Beccy Thompson
Subject Studies Lead, Drama

Subject Knowledge

Over the year you will be expected to continually update and develop your subject knowledge. To help get started why not:

Look at useful websites to help gauge areas you might focus on such as:

<https://dramaresource.com/drama-resources/>
<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
[Drama And Theatre - Home](#)

Use the GCSE/A Level Specifications to get a sense of what texts will be taught in school:

AQA: <http://www.aqa.org.uk/subjects/drama>
 EDEXCEL: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>
 EDUQAS: <http://eduqas.co.uk/qualifications/drama-and-theatre/>
 OCR: <http://ocr.org.uk/qualifications/by-subject/drama/>

Go to the 'theatre'

Watch as much free online theatre as you can! The Guardian updates their list of what is on regularly [here](#).

Pedagogy

You may wish to familiarise yourself with some drama-based pedagogy. Consider which teach drama as a craft or set of skills and which teach through drama (it may be a combination of both!).

Dorothy Heathcote- A pioneer of Educational drama (Blog and Video)

<https://dramaresource.com/dorothy-heathcote-pioneer-of-educational-drama/>

What is process drama? <https://www.youtube.com/watch?v=vkohugd2crY>

The importance of drama

<https://www.youtube.com/watch?v=iZknti9f-Oc>

Networks

There is a large network of drama teachers at local and national level who like working together and sharing resources. You may find joining one of the following beneficial:

National drama (membership fee)

<https://www.nationaldrama.org.uk/>

London Drama (membership fee)

<http://www.londondrama.org/>

Open Drama (free)

<https://opendramauk.org/>

Drama Teachers and Those Interested in Drama Education (Facebook Group)

<https://www.facebook.com/groups/148605518681655/>

Essential Reading

Fleming, M. (2017). *Starting drama teaching*. (3rd Edition). London: Routledge.
Chapter 1. (*This is a key text for the course. You can usually pick up old editions cheaply. An e-book/paper copy will be available in the library when you enrol.*)

Lewis, M., & Rainer, J. (2012). *Teaching classroom drama and theatre: practical projects for secondary schools*. London: Routledge. **Introduction.**

Recommended Reading

[a wider reading/resource list will be available from the start of the year].

Boal, A. (1992). *Games for actors and non-actors*. London: Routledge.

Bone, J., & Fancourt, D. (2022) *Arts, Culture and the Brain*. [Available here: Link](#)

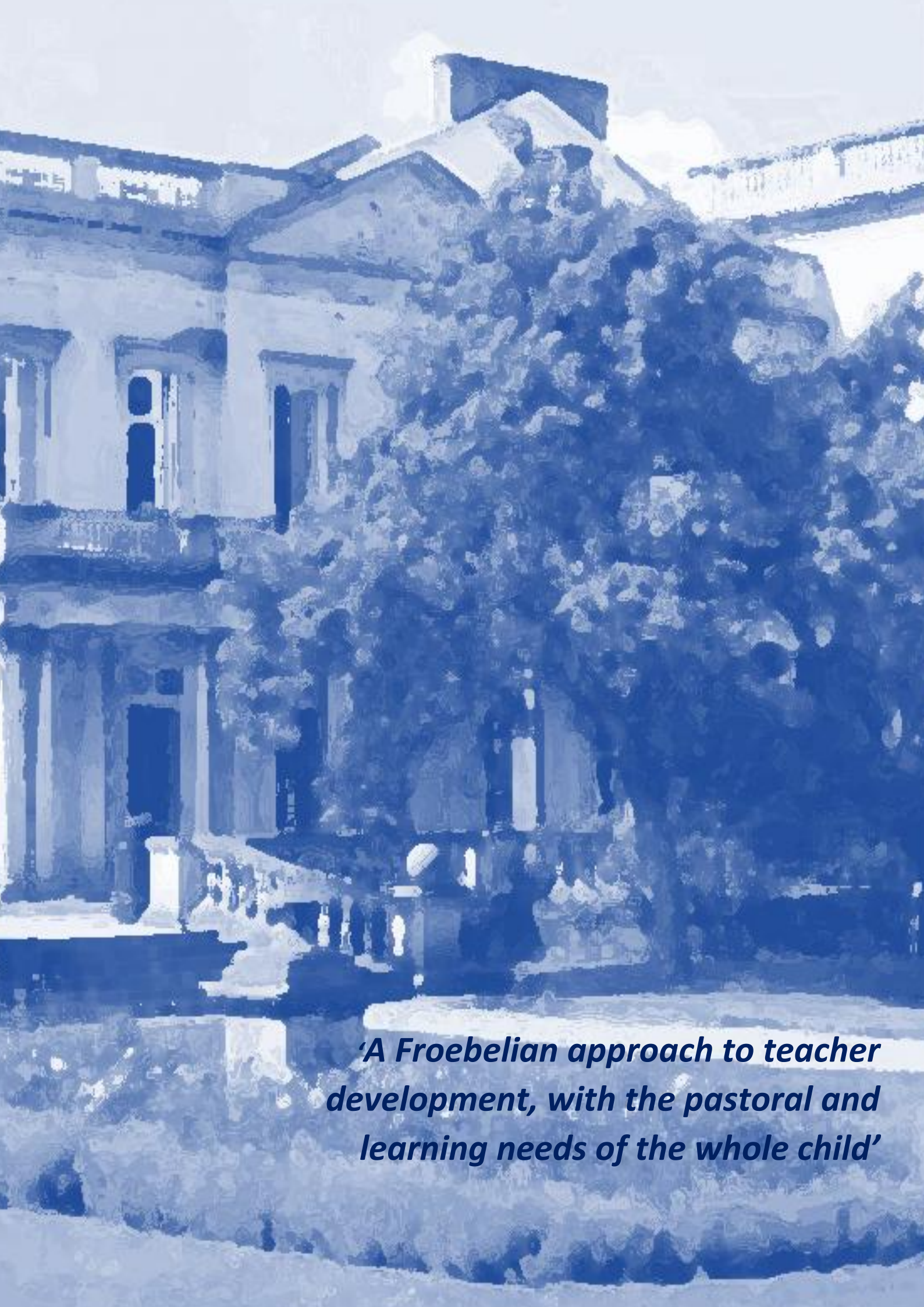
Mantle of the Expert (2013) *Dorothy Heathcote – Four models for teaching & learning*. Available [here](#)

Kempe, A., & Nicholson, H. (2007). *Learning to teach drama 11-18*. London: Bloomsbury.

Lewis, M., & Rainer, J. (2012). *Teaching classroom drama and theatre: practical projects for secondary schools*. Routledge.

Neelands, J. (2004). *Beginning Drama 11–14*. London: Routledge.

Nicholson, H. (2009). *Theatre and education*. London: Palgrave Macmillan.



‘A Froebelian approach to teacher development, with the pastoral and learning needs of the whole child’