

Year 11 Course Outline

	Half Term Topic of Study	Key Skills for Teaching	Assessment	Knowledge	Tracking/ Parents eve
HT1 Sep - Oct	<p>Component 3 – Scripted (Practical Extract 1)</p> <p>Component 1 – Written Exam</p> <ul style="list-style-type: none"> • Feedback Year 10 Exams • Live Theatre Review (Section C) • Revise live theatre essays and notes in preparation for the mock exams. 	<ul style="list-style-type: none"> • Stanislavski • Naturalism • Realism • Circles of Attention • Units of Action • Through line • Objective/Super Objectives • Sub text • Magic If • Role on The Wall • Action and Reaction • Meaning. 	<p>By Nov 1st</p> <p>Redraft live theatre essay and watch the rest of The Tempest RSC to make notes on whole play and a range of characters.</p>	<p>Understand how practitioners such as Bertolt Brecht and Konstantin Stanislavski have influenced choices made in both traditional and contemporary theatre.</p> <p>How to customise rehearsal styles to develop more believable characters on stage.</p> <p>Research and include knowledge of the social, historical and cultural background to your chosen assessed scripted pieces.</p>	By 8 th Oct
HT2 Oct - Dec	<p>Component 3 – Scripted (AQA) 20% Final Exam (Date TBC)</p> <ul style="list-style-type: none"> • Issue Extract 2 for assessment <p>Component 1 – Written Exam Sound, lighting, set design, costume, properties and Blood Brothers (longer essays)</p>	<ul style="list-style-type: none"> • Performing two extracts from the same play in strict timed conditions. • Explaining your aims and intentions as an actor in both extracts. • Being able to present the through line and sub text for the chosen scenes to create a believable character in each scene. • To apply strategies from Stanislavski and Brecht in performances. 	<p>MOCKS – Timed Component 1 (full paper) 1hr 45 minutes.</p>	<p><i>As Above</i></p> <p>To gain understanding and knowledge of how technical components shape and perfect an acting performance.</p> <p>To apply terminology of technical drama to explain and describe how students would create technical and acting elements of a professional production.</p>	<p>Mocks 19th Nov By 10th Dec</p>
HT3 Jan -	<p>Component 1 – Feedback from the Mock exams and target setting/areas for improvement (Bands not grades)</p>		<p>Component 1 Feedback Mocks and DIRT time on</p>	<p>Revise key areas for development and identify ways to improve</p>	<p>Parents eve 17th Jan By 8th Feb</p>

Feb	<p>External Assessment – off timetable all day - Component 3 – Scripted (AQA) Date TBC.</p> <ul style="list-style-type: none"> • Complete all aims and intentions for the two extracts (AO3) • Perform from memory two scripted scenes from the same play. <p>Component 1 - Revision</p>		longer essays and Live Theatre Essay.	<p>understanding and knowledge about how physical and vocal skills create meaning for an audience.</p> <p>Develop ambitious vocabulary to articulate and review live theatre productions to formulate opinions of successful acting and technical Drama performances.</p> <p>To apply experience of professional productions and actors to develop more ambitious performances for assessment and enjoyment.</p>	
HT4 Mar - Apr			Component 1		
HT5 Apr - May	Revision – Component 1 Revision - Component 1	Continual exam questions under timed conditions			By
HT6 May - Jul	Revision – Timed Papers/flash mark Revision - Timed Papers/flash mark.				