

Year 11	AUTUMN			
	Live Review	Live Review	Text In Practice	Text In Practice
<p>Declarative <i>What should they know?</i> <i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<p>Understanding Drama</p> <ul style="list-style-type: none"> • Characteristics of performance text(s) and dramatic work(s) • Social, cultural and historical contexts • How meaning is interpreted and communicated • Drama and theatre terminology and how to use it appropriately 	<p>Performance conventions</p> <ul style="list-style-type: none"> • use of performance space and spatial relationships on stage • actor and audience configuration <p>Know how to review a performance you have watched and be able to discuss;</p> <ul style="list-style-type: none"> • relationships between performers and audience • performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines 	<p>Selecting and exploring</p> <ul style="list-style-type: none"> • How to contribute to Text exploration exercises • Know how to approach an extract from a script and complete character analysis. 	<p>Development and research Genre style historical context</p> <ul style="list-style-type: none"> • Know how to approach a script selecting key character information • Know how to describe status and social background • Relationship with other characters • Personality and attitudes • Relationship to their stage environment



		<ul style="list-style-type: none"> performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression. 		
<p>Procedural</p> <p><i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<p>Analyse and evaluate the context of a Live Theatre production</p> <ul style="list-style-type: none"> Carry out the What, Quote, How, Why, Why structure of the exam structure. 	<p>Watch a Live Theatre production, taking notes on two or more performers and analyse and evaluate how they were successful on stage.</p> <ul style="list-style-type: none"> Carry out the What, Quote, How, Why, Why structure of the exam structure. 	<ul style="list-style-type: none"> develop a range of vocal skills and techniques e.g. clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression 	<ul style="list-style-type: none"> develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance learn how to commit dialogue to memory



			of mood; spatial awareness; interaction with other performers; dance and choral movement	
Disciplinary Literacy (Tier 3 Vocab)	Describe Explain Analyse Evaluate		Performance Conventions Interpretation	Subtext Motivation Style
Assessment	Live Review Exam Question (32)	Live Review Exam Question (32)		

Year 11	SPRING			
	Text in Practice	Blood Brothers Examination Practice	Live Review Examination Practice	Job Roles Examination Practice



<p>Declarative <i>What should they know?</i></p>	<p>Refining acting skills</p> <ul style="list-style-type: none"> • Know and understand character relationships and the appropriate use of staging in order to show how space and proximity can be used to show effective relationships on stage. • Know how to be resilient when following directions responding to feedback in or to show practically an thorough understanding of character, status, staging and relationship between actor and audience • Know the playwright intention and their personal character intention in order to complete coursework intentions sheet. 	<ul style="list-style-type: none"> • Show understanding of Blood Brothers and your ideas about how it could be performed and designed. • Know the conventions of a musical with a strong understanding of the combination of naturalistic theatre with stylised elements. • Have a strong understanding of the context of Blood Brothers exploration of class divide and working-class communities in Liverpool between the 60's to 80's, the effects of recession and a Thatcherite administration. 	<p>Understanding Drama</p> <ul style="list-style-type: none"> • Characteristics of performance text(s) and dramatic work(s) • Social, cultural and historical contexts • How meaning is interpreted and communicated <p>Drama and theatre terminology and how to use it appropriately</p>	<p>Performance conventions</p> <ul style="list-style-type: none"> • use of performance space and spatial relationships on stage • actor and audience configuration <p>Know how to review a performance you have watched and be able to discuss;</p> <ul style="list-style-type: none"> • relationships between performers and audience • performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines <p>• performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression.</p>
---	---	---	---	---



		<ul style="list-style-type: none"> • Know how to break down the demands of each exam question on Blood Brothers. 		
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance • adopt the latest safe working practices. • study and present a key extract (monologue, duologue or group performance) • study and present a second key extract (monologue, duologue or group performance) from the same play. 		<p>Analyse and evaluate the context of a Live Theatre production</p> <p>Watch a Live Theatre production, taking notes on two or more performers and analyse and evaluate how they were successful on stage.</p> <ul style="list-style-type: none"> • Carry out the What, Quote, How, Why, Why structure of the exam structure. 	<ul style="list-style-type: none"> • Students should be able to identify the 12 job roles in the theatre and describe what that job role entails and the activity each theatre maker might undertake. • playwright • performer • understudy • lighting designer • sound designer • set designer • costume designer • puppet designer • technician • director • stage manager • theatre manager. • Use the subject specific terminology to describe places on stage. • upstage (left, right, centre) • downstage (left, right, centre)



				<ul style="list-style-type: none"> • centre stage. • Use the subject specific terminology to describe stage configuration. Describe the advantages and disadvantages of each stage configuration as well as the different types of performance that they might suit. • theatre in the round • proscenium arch • thrust stage • traverse • end on staging • promenade.
Disciplinary Literacy (Tier 3 Vocab)	<p>Intention Interpretation Context Subtext</p>	<p>Musical Naturalistic Stylised Multi-rolling Chronological Bookended Society Status Oppression Social role</p>		<p>Terminology</p> <p>Configuration</p>



		Describe Explain Analyse Evaluate Justify Context		
Assessment	Two extracts assessed in front of visiting AQA Examiner	6.1 Design (4) 6.2 Describe how you would perform one line (8) 6.3 Describe interaction and use of space from shaded extract (12) 6.4 Describe how you would perform as a specific character from the extract and analyse why this is appropriate to the play as a whole. (20)	Understand the work of theatre makers in a single live performance (32)	Multiple choice questions Roles and responsibilities of theatre makers (4)

