



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

DRAMA

INTENT

Our mission is to ignite creativity, uncover potential, and develop transferable skills through the arts, moulding creative, happy, and successful students at CHS South and beyond.

In an ever-changing world, drama and theatre offer the stability and creative opportunity to explore and discover in a safe and supportive environment. Studying current and historical events inspires us to develop our Local, National and Global responsibility, prompting emotional intelligence, resilience, empathy and a strong social conscience. Our students work as a drama family, they care for and support each other as they are challenged with provocative themes and questions. The centre of our ethos is that exploration through drama and theatre educates, promotes and empowers change, an ethos that is ever more important in fractious times. Drama helps develop creative, invested and passionate young people who recognise how theatre can be used to create positive change. Drama students will explore style and genre as well as developing their own acting skills through many practical performances while studying the AQA syllabus at Key Stage Four. Reviewing live theatre performances in order to develop analytical and evaluative understanding helps students expand their own opinions and can even challenge prejudice. Students become skilled at breaking down theatre to create meaning and subtext which then empowers their own practical performances.



YEAR GROUP

YEAR 11

RATIONAL / NARRATIVE

Students prepare for their 20% scripted performance that will be examined by an outside examiner. Students will learn two extracts of script from the same play, explain their intentions and perform both pieces in front of a live audience. Students will revise using example papers, repetition and practical performance in order to be best prepared for their exam.

TERM KNOWLEDGE

AUTUMN 1

Component 2 - Text in Practice

Rehearsal

Rehearsal of two extracts from published scripts, assessed by external examiner from AQA.
Texts in Practice:

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AUTUMN 2

Component 2- Text in Practice

Rehearsal

Rehearsal of two extracts from published scripts, assessed by external examiner from AQA.
Texts in Practice:

AO2: Apply theatrical skills to realise artistic intentions in live performance.

SPRING 1

Component 2/Component 1

Text in Practice Performances

Performance of two extracts from published scripts, assessed by external examiner from AQA.
Texts in Practice:

AO2: Apply theatrical skills to realise artistic intentions in live performance.

SPRING 2

Set Text and Job Roles in The Theatre. Knowledge and understanding of Drama and Theatre. Study of one set play. Analysis and evaluation of the work of live theatre makers

Understanding Drama
Section A – Multiple choice: AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and Performed

Understanding Drama
Section B – Set Text Study of one set play from a choice of six.
Understanding Drama:
Section C- Live Theatre
Production Review:
AO3: Demonstrate knowledge and understanding of how

SUMMER 1

Set Text and Job Roles in The Theatre. Knowledge and understanding of Drama and Theatre. Study of one set play. Analysis and evaluation of the work of live theatre makers

Section B – Set Text Study of one set play from a choice of six. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and Performed

Understanding Drama:
Section C- Live Theatre
Production Review:
AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and Performed and AO4: Analyse and evaluate



SKILLS

				drama and theatre is developed and Performed and AO4: Analyse and evaluate their own work and the work of others.	their own work and the work of others.
	<p>Component 3: Texts in practice: Draw on and demonstrate a practical understanding of the subject content listed in Understanding Drama. Develop ability to interpret texts, create and communicate meaning, realise artistic intention in text-based drama.</p>	<p>Component 3: Texts in practice: Draw on and demonstrate a practical understanding of the subject content listed in Understanding Drama. Develop ability to interpret texts, create and communicate meaning, realise artistic intention in text-based drama.</p>	<p>Component 3: Texts in practice: Draw on and demonstrate a practical understanding of the subject content listed in Understanding Drama. Develop ability to interpret texts, create and communicate meaning, realise artistic intention in text-based drama.</p>	<p>Component 1: Revision: Developing knowledge and understanding of the characteristics and context of the whole play Exploring ideas for how the play may be interpreted practically. Understanding Drama: 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 The roles and responsibilities of theatre makers in contemporary professional practice.</p> <p>Live Theatre Production Learn how to analyse and evaluate the work of live theatre makers.</p>	<p>Component 1: Revision: Developing knowledge and understanding of the characteristics and context of the whole play. Exploring ideas for how the play may be interpreted practically. Understanding Drama: 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 The roles and responsibilities of theatre makers in contemporary professional practice.</p> <p>Live Theatre Production Learn how to analyse and evaluate the work of live theatre makers.</p>



<p>ASSESSMENT</p> <p>HOME LEARNING</p> <p>READING, WRITING, TALK, NUMERACY</p>	<p>Marking Point 1: Practical Mock Assessment C3</p> <p>Marking Point 2: finalised devising logs/performances</p>	<p>Marking Point 1: Marking of questions in books C1</p> <p>Marking Point 2: CEE full C1 exam</p>	<p>Marking Point 1: Mock performance feedback</p> <p>Marking Point 2: Practical Assessment by AQA</p>	<p>Marking Point 1: Mock Feb C1 Exam</p> <p>Marking Point 2: Revision Questions and Past Papers</p>	<p>Marking Point 1: Revision Questions and Papers</p> <p>Marking Point 2: Revision Questions and Papers</p>
	<p>Learning Lines for Component Three Research Component Three Revision of Blood Brothers</p>	<p>Revision tasks and exam practice questions in prep for CEE Theatrical terminology. Theatrical Skills. Job Roles in the Industry. Evaluation and Analysis exam tasks.</p>	<p>Learning lines and statement of dramatic intent</p>	<p>Revision tasks and exam practice questions. Theatrical terminology. Theatrical Skills. Job Roles in the Industry. Evaluation and Analysis exam tasks.</p>	<p>Revision tasks and exam practice questions. Theatrical terminology. Theatrical Skills. Job Roles in the Industry. Evaluation and Analysis exam tasks.</p>
	<p>Reading for interpretation of character.</p> <ul style="list-style-type: none"> How meaning is interpreted and communicated Relationships between performers and audience Performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines Performers' physical interpretation of character 	<p>Reading for interpretation of character.</p> <ul style="list-style-type: none"> How meaning is interpreted and communicated Relationships between performers and audience Performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines Performers' physical interpretation of character 	<p>Reading for interpretation of character.</p> <ul style="list-style-type: none"> How meaning is interpreted and communicated Relationships between performers and audience Performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines Performers' physical interpretation of character 	<p>Reading and writing to revise.</p> <ul style="list-style-type: none"> Extended writing Evaluative writing Descriptive writing Analytic writing Writing and performing Identifying and re-creating exam structure. From Stage to page communication through explicit reference to acting skills. Re-enforcing key words and conventions through questioning and learning conversations. Peer 	<p>Reading and writing to revise.</p> <ul style="list-style-type: none"> Extended writing Evaluative writing Descriptive writing Analytic writing Writing and performing Identifying and re-creating exam structure. From Stage to page communication through explicit reference to acting skills. Re-enforcing key words and conventions through questioning and learning conversations. Peer



<p style="text-align: center;">TIER 2 VOCABULARY</p> <p style="text-align: center;">TIER 3 VOCABULARY</p>	<ul style="list-style-type: none"> • such as build, age, height, facial features, • movement, posture, gesture, facial expression. <p>Writing to Analyse and Evaluate through revision material and question papers.</p>	<ul style="list-style-type: none"> • such as build, age, height, facial features, • movement, posture, gesture, facial expression. <p>Writing to Analyse and Evaluate through revision material and question papers.</p>	<ul style="list-style-type: none"> • such as build, age, height, facial features, • movement, posture, gesture, facial expression. <p>Writing to Analyse and Evaluate through revision material and question papers.</p>	<p>evaluation and discussion.</p>	<p>evaluation and discussion.</p>
	<ul style="list-style-type: none"> • Role • Perform • Create • Choose • Justify 	<ul style="list-style-type: none"> • Role • Perform • Create • Choose • Justify 	<ul style="list-style-type: none"> • Evaluate • Justify • Analyse • Role 	<ul style="list-style-type: none"> • Analyse • Evaluate • Outline • Describe 	<ul style="list-style-type: none"> • Analyse • Evaluate • Outline • Describe
	<ul style="list-style-type: none"> • Stage positioning: • Upstage (left, right, center) • Downstage (left, right, center) • Centre stage. • Staging configuration: • Theatre in the round • Proscenium arch • Thrust stage • Traverse • End on staging • Promenade. 	<ul style="list-style-type: none"> • Stage positioning: • Upstage (left, right, center) • Downstage (left, right, center) • Centre stage. • Staging configuration: • Theatre in the round • Proscenium arch • Thrust stage • Traverse • End on staging • Promenade. 	<ul style="list-style-type: none"> • Stage positioning: • Upstage (left, right, center) • Downstage (left, right, center) • Centre stage. • Staging configuration: • Theatre in the round • Proscenium arch • Thrust stage • Traverse • End on staging • Promenade. 	<ul style="list-style-type: none"> • Roles: • Playwright • Performer • Understudy • Lighting designer • Sound designer • Set designer • Costume designer • Puppet designer • Technician • Director • Stage manager • Theatre manager. 	<ul style="list-style-type: none"> • Comedy • Tragedy • Melodrama • Commedia dell'arte • Naturalism • Epic theatre • Documentary theatre • Physical theatre. • Character motivation and interaction • Atmosphere • Pace and rhythm • Dramatic climax • Stage directions • The practical demands of the text.



PSPSMC, BRITISH VALUES AND DIVERSITY

Cultural and social identity within a community. Identifying needs and motivations of people from a variety of backgrounds. Cross cultural and social collaboration. Ability to learn from a variety of themes, social, moral and spiritual inferences through understanding and interpretation of theatre.

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