

Subject: Drama (GCSE)

Year group: 11

Department Curriculum Vision: *Through participation and exploration in the Performing Arts, all students will be able to perform, create and analyse enabling them to become creative thinkers and confident communicators.*

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	1. Re-teaching of Section A <u>Component 3</u> DNA to know what is expected for PPE after October half-term (1 lesson per week) 2. <u>Component 2</u> - First Extract (1 lesson per week) . To know the plot, characters, themes and context of chosen play. To know to to explore the first extract. 3. <u>Final portfolio improvements</u> (period 6, Week A)To know how to make final improvements to the portfolio.	• <u>Component 2: Two extracts</u> Work began on this in Autumn 1. Component 2 is practical and externally assessed by a visiting examiner and is worth 20% of their final grade. The two extracts have to be from the same play and ideally contrasting. The play has to be pre-2000 due our set text DNA being post 2000. Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes. This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

Skills: (know how...)	<u>Component 3</u> • To know how to approach Component 3, Section A question paper • To know how to read exemplar answers for Section A and mark using the criteria • To create a Knowledge Organiser to be used as a successful revision exercise. <u>Component 2</u> • To learn how to record research on chosen play to help develop an appropriate and engaging characterisation • To learn how to use a range of rehearsal techniques to develop their characterisation. <u>Component 1</u> To make use of teacher feedback, exemplars and criteria to make final improvements to portfolios.	Performers must gain knowledge and understanding to explore how meaning is communicated through: • themes, issues, performance conventions • genre, structure, form, style, language and stage directions • character relationships • character development. Performers must develop skills how meaning is communicated and interpreted through: • the use of voice, physical and non-verbal techniques (such as facial expression and gesture) • use of space and spatial relationships • the presentation of characters/roles • relationships between performer and audience • Characterisation • voice: use of clarity, pace, inflection, pitch and projection • physicality: use of space, gesture, facial expression, stillness and stance • communicating creative intent to audience • communication with other performers and/or with the audience.
Key vocabulary	All subject terminology has been taught at this stage and students are expected to be able to use a full range in all aspects of their work.	All subject terminology has been taught at this stage and students are expected to be able to use a full range in all aspects of their work.

Mid Term Assessment	12 mark question - peer assessed using criteria	Two performance Extracts - peer assessed - criteria
End Term Assessment	14 mark question - teacher assessed using criteria	Two performance extracts - teacher assessed - criteria
	Spring 1	Spring 2
Content: (Know what...)	Preparation for Component 1 Exam Component 3 Section B Students will reflect on their experience as an informed member watching a live theatre performance, enabling them to demonstrate knowledge and understanding of performance through analysis and evaluation. Students are required to: ● recognise and understand how theatrical choices are used by theatre makers to create impact ● understand how the meaning of a text can be interpreted and communicated to an audience ● use appropriate vocabulary and subject-specific terminology.	Component 3 Exam Preparation Revision. Students have been taught the necessary content in Years 9, 10 and 11 to arrive at his point. At this stage students should be able to: ● understand the practices used in twenty-first century theatre-making ● understand production elements and theatrical conventions ● understand the role of theatre makers in contemporary practice including performers, directors and designers ● understand how the meaning of a text might be interpreted and communicated to an audience ● understand social, historical and/or cultural contexts including the theatre conventions of the period which the text was created and performed ● use appropriate vocabulary and subject-specific terminology.

Skills: (Know how...)	Students must develop the ability to: • analyse and evaluate the work of theatre makers • form critical judgements about live theatre based on their understanding of drama and theatre • analyse and evaluate the ways in which different performance and production elements are brought together to create theatre • analyse and evaluate the work of others.	Students should have the ability to: • analyse and evaluate the work of theatre-makers • recognise specific challenges for performers, directors and designers based on their own experiences in exploring the chosen text • analyse and evaluate the ways in which different performance and production elements are brought together to create theatre • use subject-specific terminology in discussing their work as theatre makers.
Key vocabulary	All subject terminology has been taught at this stage and students are expected to be able to use a full range in all aspects of their work.	All subject terminology has been taught at this stage and students are expected to be able to use a full range in all aspects of their work.
Mid Term Assessment	Section B 6 mark question - peer assessed - using criteria	Section B - teacher assessed with criteria
End Term Assessment	Section B 9 mark question - teacher assessed - using criteria	Section A - teacher assessed
	Summer 1	Summer 2

Content: (Know what...)	Exam (final revision leading up to the exam date)	N/A
Skills: (Know how...)		N/A
Key vocabulary		N/A
Mid Term Assessment		N/A
End Term Assessment		N/A

Additional information

Homework	An hour once a week. Compulsory Saturday Interventions before Component 2 & 3 Exam
Extra curricular and enrichment opportunities	- Physical theatre workshop led by an external company - At least one theatre visit

Useful links that will support learning	BBC Bitesize - DNA by Dennis Kelly: • BBC Bitesize • Offers summaries, character analysis, themes, and more. A comprehensive resource for revision.
How parents can support learning	Encouragement and Emotional Support: Show Interest: Ask about their lessons, what they are learning, and their current projects or plays. Attend Performances: Attend school performances and rehearsals to show your support and interest in their work. Provide Encouragement: Offer positive reinforcement and encouragement, especially during stressful times like before performances or exams. Practical Support: Create a Study Schedule: Help them manage their time effectively by setting up a study and rehearsal schedule that balances schoolwork and drama practice. Provide Resources: Ensure they have access to necessary materials, such as scripts, costumes, and props. Facilitate Practice Space: Provide a quiet, safe space at home where they can rehearse their lines and practice their acting. Educational Support: Help with Learning Lines: Assist them in learning and memorising their lines by practising with them. Discuss Themes and Characters: Engage in discussions about the themes, characters, and contexts of the plays they are studying to deepen their understanding.

Explore External Resources: Use resources like study guides, online tutorials, and educational videos to enhance their learning.

Cultural Enrichment:

Visit Theatres: Take them to see professional theatre productions to expose them to different styles and genres of performance.

Watch Films and Plays: Watch recorded plays, films, and other relevant performances together to broaden their understanding of different acting techniques and styles.

Read Plays Together: Read plays and scripts together to help them get used to different texts and interpretations.

Extracurricular Activities:

Support Involvement in Drama Clubs: Encourage participation in drama clubs or community theatre groups to gain more experience and build confidence.

Workshops and Classes: Enroll them in workshops or additional drama classes to improve their skills and techniques.

Communication with School:

Engage with Teachers: Maintain regular communication with their drama teachers to stay informed about their progress and any areas where they might need additional support.

Understand the Curriculum: Familiarise yourself with the GCSE drama curriculum so you can better understand what your child is working on and how to support them.

Encourage Critical Thinking:

Ask Open-Ended Questions: Encourage them to think critically about their performances by asking questions like "What do you think the character's motivation is?" or "How did you feel about that scene?"

Provide Constructive Feedback: Offer constructive feedback on their performances, focusing on strengths and areas for improvement in a supportive manner.

	By taking these steps, parents can provide a well-rounded support system that nurtures their child's passion for drama and helps them succeed in their GCSE studies.
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