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| **HOur Lady Queen of Peace**  Catholic Engineering College | Curriculum Overview |
| **Year 11 Drama** | |

|  | **Knowledge & Understanding** | | | **Subject Specific Literacy Development** | | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites**  **(Bigger Picture)** | **Components**  **(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Read Like A... Focus** | **Key Vocabulary** |
| **Half Term 1** | **Component 2 - Devising Log**  **Component 3 Introduction and Mock – Texts in Practice**  **Component 1-**  **Live Theatre Review** | * Refining and finalising coursework in preparation for hand in date in September. * Reviewing the process of devising and evaluating the success of the final performance. * Live Theatre visit and exploration. * Live theatre review practice using online and live theatre. * Developing and interpreting a professionally published script into a performance. * Rehearsal techniques to develop characters and learn lines of dialogue. * Identifying and explaining the individual intentions for the scripted performance. | * Recall key terminology (physical and vocal drama skills and production design elements). * Multiple choice GCSE Drama style questions. | Exemplar GCSE answers | Vocal skills  Physical skills  Development  Refinement  Problem Solving  Stage Configurations  Stage positioning  Roles and responsibilities Director  Designer  Review  Theatre design  Context  Social Class  Status | Students will visit Liverpool Playhouse to watch ‘Wonder Boy’ in preparation for Section C of Component 1.  Students will watch online professional versions of their assigned text for their practical exam. |
| **Half Term 2** | **Component 1 – Section A, B and C** | * Recapping core knowledge and terminology of performance skills, roles and responsibilities, theatre design and Blood Brothers related information. * Recapping Key moments from Blood Brothers and exploring production elements. * GCSE style questions and structures. * Preparation for January mocks. * Developing and refining analytical writing skills using WHAT, HOW, WHY approach. * Live theatre review practice using online and live theatre | * Recall key terminology (physical and vocal drama skills and production design elements). * Multiple choice GCSE Drama style questions * Character recap tasks. | Live Theatre Review/ Exemplar GCSE answers | Stage positioning  Roles and responsibilities Director  Designer  Review  Theatre design  Context  Social Class  Status  Spatial awareness  Spatial Skills  Vocal Skills  Physical Skills | Students learn about various careers in the drama industry.  Developing understanding of the context of Liverpool (surrounding area) in 1960s.  Opportunities to attend KS4 Drama club/ school production rehearsals. |
| **Half Term 3** | **Component 3 – Texts in Practice**  **Component 1 – Section A, B C** | * Developing and interpreting a professionally published script into a performance. * Rehearsal techniques to develop characters and learn lines of dialogue. * Identifying and explaining the individual intentions for the scripted performance. * Responding to feedback from mock exam and improving the quality of writing in Section A, B and C of the written exam. * Developing understanding of the live theatre review through practise questions and exam structures. | * Recall key terminology. * Recall key information from Blood Brothers – playwright, dates, contexts. * Practising writing techniques and approaches * Hot seating activities to check understanding and knowledge of character. | National Theatre Review | Analyse  Evaluate  Symbolising  Design  Performance Skills Characterisation  Intentions  Development  Refinement | Students will study a live and professional piece of theatre.  Opportunities to attend KS4 Drama club/ school production rehearsals. |
| **Half Term 4** | **Component 3 – Texts in Practice**  **Component 1 – Section A, B and C** | * Rehearsal and refinement of scripted extracts in preparation for performance exam. * Performing Texts in Practice extracts to a visiting examiner. * Developing and refining writing techniques in drama towards the Component 1 exam. * Developing analytical and evaluative skills towards the theatre review. | * Recall key terminology. * Recall key information from Blood Brothers – playwright, dates, contexts. * Practising writing techniques and approaches * Multiple choice questions. | National Theatre Review | Physical Skills  Vocal Skills  Spatial Skills  Communication  Symbolisation  Audience  Intention  Characterisation  Social Class  Context  Structure  Discuss  Explain  Analyse  Evaluate | Students will study and live and professional piece of theatre.  Opportunities to attend KS4 Drama club/ school production rehearsals. |
| **Half Term 5** | **Component 1 Revision and Exam Preparation** | * Revising key terminology and knowledge. * Practise questions and feedback. * Refinement of writing skills and writing structures. | * Recall key terminology * Terminology games * Revision tasks * Multiple choice questions | National Theatre Review | Physical Skills  Vocal Skills  Spatial Skills  Communication  Symbolisation  Audience  Intention  Characterisation  Social Class  Context  Structure  Discuss  Explain  Analyse  Evaluate | Students are exposed to live and professional theatre as they study and prepare for their exam. |

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| **Key Assessments** | | | |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| January | * Mock exam of Component 1. | To identify gaps in knowledge in preparation for exams in May. | Updated KPI Tracker  Verbal and whole class feedback  Update AQA GCSE Tracker |
| March | * Component 3 performance exam with visiting examiner. | This contributed towards 20% of the overall GCSE. | Updated KPI Tracker  Verbal and whole class feedback  Performance recorded |
| My | * Component 1 exam | This contributes towards 40% of the overall GCSE. | Updated KPI Tracker  Update AQA GCSE Tracker  Verbal and whole class feedback |
| In class mocks and assessments will also take place in between these key assessment dates. Assessments and in class mocks will be chunked into different sections of the course throughout Year 11. | | | |