



**Year 11 - Drama**

<b>Curriculum intent</b>	Learners will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Learners will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination. However, in preparation for this assessment, learners are encouraged to study their chosen text practically as a performer.					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Component 1:</b> Devised themed Performance and Log: Learners will have documented the process of creating the final devised performance throughout rehearsals. This project allows Learners to develop, perform and reflect on their own thoughts and give opinions on the work they create for a target audience;</p> <p><b>Section 1:</b> How ideas have been researched, created and developed in response to the chosen stimulus;</p> <p><b>Section 2:</b> How ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning.</p> <p><b>Section 3:</b> How ideas have been developed, amended and refined</p>	<p><b>Component 3: Section A</b> Understanding how Drama and theatre is developed and performed through the study of a performance text</p>	<p><b>Component 3: Section B</b> Understanding how Drama and theatre is developed and performed through responding to live theatre.</p>	<p><b>Component 2:</b> To participate in a performance from a text and gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.</p>	<p><b>Component 3: Section A and B</b> Consolidate previous knowledge and prepare for exam</p>	



	during the development of a devised piece					
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Documenting and reflecting on the process of creating the final piece. throughout rehearsals.</li> <li>-Articulating their initial ideas</li> <li>-Research and collating factual information they gathered.</li> <li>-Analysing and evaluating development of the performance.</li> <li>-Self and peer evaluation of their successes.</li> <li>- Developing vocal and physical skills to create appropriate characters and roles.</li> </ul> <p><b>Voice:</b></p> <ul style="list-style-type: none"> <li>-Tone, pitch, accent.</li> <li>-Timing.</li> <li>-Inflection</li> <li>-Diction.</li> <li>-Pauses.</li> <li>-Choral Voice</li> </ul> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>-Gestures</li> <li>-Posture</li> <li>-Gait</li> <li>-Pace</li> <li>-Choral Movement</li> </ul>	<p>Learning the characteristics of the performance text, including</p> <ul style="list-style-type: none"> <li>o genre</li> <li>o structure</li> <li>o character</li> <li>o form and style</li> <li>o language/dialogue</li> <li>o stage directions</li> </ul> <p>The social, historical and cultural context including the theatrical conventions of the period in which the performance text was created.</p> <p>How meaning is interpreted and communicated through performance conventions</p> <p>Use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene</p> <p>Relationships between performer and audience</p> <p>The design of lighting, sound,</p>	<p>Learners will be expected to analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance. Learners must consider the role of the: actor interpretation of character character interaction vocal skills movement skills designer creation of mood and atmosphere use of performance space lighting sound set and props costume and make-up director interpretation and style performance conventions</p>	<p>Developing and interpreting vocal and physical skills to create a scripted character in a scene; Understanding; -Structure, form and style of play. -Character development. -Conventions. -Staging. -Sound and lighting.</p>	<p>Develop previous learning: Exam writing skills. Detail in answers. High mark responses timed practice.</p>	



		<p>set (including props) and costume and make-up</p> <p>The actor's vocal and physical interpretation of character.</p>	<p>spatial relationships on stage</p> <p>relationship between performer and audience reaction and response</p> <p>individual audience.</p>			
<b>Assessments</b>	<p>Mini retrieval assessments; Q&amp;A</p> <p>Definitive Portfolio.</p> <p>Definitive Devised Performance</p>	<p>Controlled classroom mock.</p> <p>Mini question focus assessments.</p>	<p>Controlled classroom mock.</p> <p>Mini question focus assessments.</p>	<p>Practice performances to be ramp'd and refined.</p> <p>Interpret their chosen text and contribute as an individual to the live performance.</p> <p>learners must submit to the examiner a brief account of approximately 150 words (i.e. approximately half a side of A4) outlining their artistic intentions for the piece.</p> <p>Final performance for examiner.</p>	<p>Controlled classroom mock.</p> <p>Mini question focus assessments.</p> <p>Final Exam: Date tbc</p>	
<b>Enrichment</b>	<p>Individual group Rehearsals after school.</p> <p>Research and Bite size links</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc">https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc</a></p> <p><a href="https://www.youtube.com/watch?v=NKfTrFkFrP8">https://www.youtube.com/watch?v=NKfTrFkFrP8</a> 'Fitting in' TIE</p>	<p>Theatre Visit – tbc</p> <p>FE Workshops; ASF and Clarendon; tbc</p> <p>Ramping mocks.</p> <p>Revising.</p> <p>Bite size revision links for individual questions.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z6m4cqt">https://www.bbc.co.uk/bitesize/topics/z6m4cqt</a></p>	<p>If not prior - Theatre visit – Live performance tbc.</p> <p>Workshop with FE colleges: ASF and Clarendon tbc.</p> <p>Ramping mocks.</p> <p>Revising.</p> <p>Bite size revision links</p>	<p>Individual group Rehearsals after school.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zm7rgwx">https://www.bbc.co.uk/bitesize/topics/zm7rgwx</a></p>	<p>Ramping mocks.</p> <p>Group and 1-1 Revision.</p> <p>Bite size revision links</p>	



	<p><a href="https://www.youtube.com/watch?v=MHBPP11yMNU">https://www.youtube.com/watch?v=MHBPP11yMNU</a> 'Amy'; TIE Bullying <a href="https://www.youtube.com/watch?v=8nFTMArDCEU">https://www.youtube.com/watch?v=8nFTMArDCEU</a> Extended goats scene <a href="https://stjosephsenglishblog.wordpress.com/category/component-1/">https://stjosephsenglishblog.wordpress.com/category/component-1/</a> 'Broken' St Joseph school GCSE. <a href="https://www.youtube.com/watch?v=IM4Lgb0-YJo&amp;t=165s">https://www.youtube.com/watch?v=IM4Lgb0-YJo&amp;t=165s</a> Theatre in education- stereotypes <a href="https://www.youtube.com/watch?v=rOI_jA_CfYI">https://www.youtube.com/watch?v=rOI_jA_CfYI</a> Pina Bausch</p>	<p>Short mark questions: 5mins 28s <a href="https://www.youtube.com/watch?v=l4CCMWie8CE&amp;t=9s">https://www.youtube.com/watch?v=l4CCMWie8CE&amp;t=9s</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/1">https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/1</a></p>			
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