

Y11 Drama – Curriculum Map

Advent

Continuation of Devised 30% of GCSE**Rehearse and perform/record the final Devised component.****Complete the Port Folios. Recordings and Portfolios sent to a moderator.****Unit intent:** Assessment objective 1,2 and 4. Learners will research and explore a stimulus, work collaboratively and create their own devised drama.**Curriculum content;** See Yr. 10**Performance and Response Section A: AO3/4 40% of GCSE****Intent/Content: Learners will study the below elements to prepare for paper**

- Retrieval of Blood Brothers content from Yr10
- Practice of exam style questions and study of exam paper style and how to answer and approach the language and expectations
- the theatrical conventions of the period in which their text was created • the characteristics of their performance text including genres, structure, characters, form and style, theatrical setting (place) , plot and subplot, dialogue ,stage directions • how meaning is communicated through the use of performance space and spatial relationships on stage. The relationship between performers and audience. The design of set, props, costume, lighting and sound. An actor's vocal and physical interpretation of character. The use of performance conventions.

Performance and Response Section B

- Analyse and evaluate the work of others through watching live drama and theatre.
- the meaning of drama and theatre terminology used by theatre makers • how genre is used in live performance to communicate meaning to an audience • how to analyse a live theatre performance • how to evaluate the work of others, drawing considered conclusions.
- We include a trip to see live theatre which we use as a basis to answer Section B or the written paper. As a backup we study a live performance of Everybody's Talking about Jamie

Lent

Presenting and Performing AO1/2 30% of GCSE**Unit intent:** To rehearse and perform two extract from a professional published text that cannot be in same genre as Blood Brothers. This includes learning the lines and completing a Pro Forma of two sides of A4 that explains the artistic intention and the characterisation/design. A visiting examiner will live mark the performances, which we request to take place at the beginning of Pentecost term.**Curriculum content**

- study two extracts from one performance text
- describe their artistic intentions for a performance
- present two extracts in a showcase.
- interpret the texts so that the playwright's intention can be communicated
- either: present a complete performance of the extracts with lines learnt, performance rehearsed and refined, performance skills used, intention of the playwright demonstrated and audience engaged • or: present a complete realised design for both extracts with final designs, artefacts, models or sets completed, as appropriate, intention of the playwright demonstrated and audience engaged • use rehearsals effectively to rehearse or make, and to adapt and refine their performance or design as appropriate

Pentecost

- Presenting and Performing examination to visiting examiner (see Lent term)
- Retrieval and revision for Performance and response examination which usually take place in early May

B: The order of these components is somewhat flexible dependent on when the visiting examiner is scheduled and available. If students need more rehearsal time and Devised is complete, we can begin Presenting and Performing earlier. We can also study Performance and Response concurrently rather than consecutively and teach them alongside each other.

Review of learning

Disciplinary knowledge

A01: Create and develop ideas to communicate meaning for theatrical performance.

A02: Apply theatrical skills to realise artistic intentions in live performance.

A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

A04: Analyse and evaluate their own work and the work of others.

Formative assessments;

AO3/4; 'do it nows', key terms and retrieval activities [Blood Brothers exam style questions], dual coding, metacognition strategies and exam technique.

Ongoing formative teacher feedback provided.

Summative assessments; formal review of performance skills DIRT activity, bespoke teacher feedback - mark to GCSE specification.

CST

Participation

Rights and responsibilities

Common Good

Careers

Director, Theatre Manager, Choreographer, Lighting and Sound Engineer, Music Producer, Set Design, Costume Designer, Hair and Make-Up, Scriptwriter, Actor, Under-Study