

YEAR 11 DRAMA CURRICULUM PROGRESSION OVERVIEW

Y11 curriculum focuses on the remaining two exams. Presenting and Performing Texts (scripted work) and Performance and Response (the study of a play and evaluation of a live performance) Throughout the year, students will have opportunities to explore many plays with different themes and genres. They will practically explore scripts as well as preparing coursework in the classroom.

For the final exam, students will now draw upon all the knowledge they have gained from KS3 to this point and apply it to the final written exam in the summer as they answer a range of questions in the role of actors, designers and directors from a play they have studied in depth and to also write a 30mark essay style live theatre questions requiring them to analyse or evaluate a specific aspect of what they have seen.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Preparing and Performing Texts Comp 2	Preparing and Performing Texts Comp 2	Performance and Response Comp 3 Exam			Course completed in Summer 1.
Crucial Knowledge	Why the extract is significant in the context of the whole text. The structure of the whole text and the extracts' place within it. The social, cultural or historical context of the text the features of the text including genre, structure, character, style, dialogue, the role of stage directions. How to communicate effectively using: the skills of a performer or designer, how performance texts can be presented to an audience, the intention of the playwright. How to interpret character through voice, movement and language.		Component 04: Drama: Performance and response Students explore practically a whole performance text and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. They also analyse and evaluate a live theatre performance. The contexts of their chosen text including social, historical (time set and period written) define how the social, historical and cultural contexts influence the chosen performance text The characteristics of their performance text including genres, structure, characters and style			



	The use of performance space. The relationship between performer and audience How the different aspects of design impact on the whole creative experience for both performer and audience The importance of rehearsal including time management and preparation.	Theatrical setting (place), plot and subplot, dialogue, stage directions How meaning is communicated using 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 techniques. Contemporary staging including apron, black box, in the round, promenade proscenium arch, site specific, thrust, traverse. The role of theatre makers in contemporary professional practice, including: actors, choreographer, costume designer, director, lighting designer, lyricist, playwright, set designer, sound designer, stage managers, understudy. Acting skills including: blocking, characterisation, improvisation, vocal techniques an actor might use to communicate a role, communication through physicality and the use of body language, facial expression and gesture. The design and use of a set including: composite sets and non-naturalistic sets. The development of character through the creation and use of: costume, hair and makeup, masks The use of contemporary light, sound and media technology in contemporary performance.
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Why this learning now?	We start Y11 with the scripted preparation for the visiting examiner who comes to school in f/February. We spend the first part of the year exploring the choosing the right text and the right characters for the students in the class. Parallel to this we also spend a lesson a fortnight re-introducing the set text and looking more closely at exam questions and technique and build upon the practical exploration of this from Y10. After the visiting examiner comes and unit 2 (Presenting and Performing Texts) is complete, the class can now focus on preparing for the written exam.	
Assessment Opportunities:	Performances will be marked against the GCSE criteria. WINS marking criteria sheets will be used to feedback on written work. Students will be assessed on their written work (portfolio) 40/60 marks And assessed on their final devised performance 4-15mins 20/60 marks. AO1 Create and develop ideas to communicate meaning for theatrical performance. AO2 Apply theatrical skills to realise artistic intentions in live performance. AO4 Analyse and evaluate their own work and the work of others.	Evaluations to be assessed against spec criteria. AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4 Analyse and evaluate their own



		work and the work of others
Learning at Home	Students will have access to revision booklets that they will complete as part of the learning in the curriculum. GCSE Revision guides for learning key vocabulary	
Key Vocabulary (Etymology words)	Semiotics	
Spiritual, Moral, Social and Cultural concepts covered	As always, drama will provide topics, themes and discussions around all aspects of culture, identity and history. The choices for texts to explore and perform for unit 2 always offers rich selection of challenging themes and links to British Values. The GCSE exam offers students get 10 different stimuli ranging from: music, poems, prose, art giving us a rich selection of cultural stimuli in which to base our work on and further explore.	
Links to careers and the world of work	We will regularly make links and discuss jobs in the arts industry such as actors, sound/lighting technicians, designer and directors. These roles are more deeply explored in KS4 as we prepare to answer questions from the perspective of these roles in more detail.	

