



# Curriculum Overview



SUBJECT:	DRAMA	YEAR:	11
INTENT:	<ul style="list-style-type: none"> <li>Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment.</li> <li>To achieve high standards and a love of drama.</li> <li>Students to gain the knowledge, understanding and skills that they are expected to develop throughout the course of study focusing on Understanding Drama, Devising Drama Texts in Practice.</li> </ul>		

## UNITS OF WORK

RECAP – Set Text & Live Theatre	Texts in Practice (Practical) -Component 3 (20% of GCSE)	Revision and Written Exam (40%)
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Key Knowledge/Development	Key Skills Development	Assessment
<p><b>Term 1 – Component 1 – Understanding Drama</b> At the beginning of Year 11, students will spend time recapping on their studied text &amp; Live Theatre production. This is revision in preparation for Year 11 PPE's.</p> <p><b>Term 2 &amp; 3 – Component 3 – Texts in practise</b> Students prepare for two extracts from a professionally published play. Students may work alone (monologue), in pairs (duologue), in a group of three (trialogue) or as a larger group (up to six). This component is a practical exam in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.</p> <p><b>Term 4 - Component 3 - Exam performance (20% of GCSE)</b> Component requires students to perform two extracts from a published play. This will be assessed by a visiting examiner,</p> <p><b>Term 5 - Component 1 - Revision and Exam (40% of GCSE)</b> This term is devoted entirely to revising/ preparing for the written examination.</p>	<p><b>STUDY OF SET TEXT</b> Continuing with the study of the set text. Key knowledge includes:</p> <ul style="list-style-type: none"> <li>- Drama key vocabulary</li> <li>- Performance skills</li> <li>- Design skills</li> <li>- Themes, genre &amp; social context.</li> </ul> <p><b>LIVE THEATRE REVIEW</b> Completing understanding of how to evaluate and analyse live theatre.</p> <p><b>TEXTS IN PRACTISE – PRACTICAL PERFORMANCE TO EXTERNAL EXAMINER</b> Students spend time in lessons &amp; after schools (<i>compulsory rehearsal time</i>) rehearsing and preparing for final performance. Knowledge, understanding and context of the chosen and play and character is crucial for students to succeed in performance alongside their artistic intentions.</p> <p><b>FINAL YEAR 11 WRITTEN EXAM</b></p>	<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Completed Devising Log &amp; Recap on set text.</li> <li>• <b>Term 2 &amp; 3:</b> Texts in practise</li> <li>• <b>Term 4:</b> Performance to visiting examiner (20% of GCSE)</li> <li>• <b>Term 5:</b> Revision Teacher, Self and Peer Assessment - exam preparation</li> </ul>

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EDI/SMSC/British Values/Careers	Literacy/Numeracy
<ul style="list-style-type: none"> <li><i>The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance.</i></li> <li><i>We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education.</i></li> <li>In every Drama lesson students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers performance and showing respect when watching each other's work.</li> <li>Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.</li> <li><i>Students are given the opportunity to investigate moral and ethical issues in lesson. Students recognise the difference between right in wrong. Students have</i></li> <li>Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.</li> <li><i>Students have the opportunity to reflect in and outside the classroom. Students respect feelings and values.</i></li> <li><i>Projects offer students varied cultural influences.</i></li> <li><i>Students respect the opinions of their peers in the learning environment in every lesson</i></li> <li>Equality, Diversity, and Inclusion is embedded in every lesson of Drama. Drama is multicultural in its origins, development, and presentation.</li> <li>The Drama classroom does not judge but offers a safe space for students to develop their own understanding of the world, humanity with its all its positives and negatives.</li> <li>The Drama classroom is not afraid to challenge negative attitudes and promote growth within the inclusive school culture.</li> <li>Topics will contain resources with multicultural themes.</li> <li>EDI is in the exam boards set texts and in stimulus set by the exam board</li> </ul>	<ul style="list-style-type: none"> <li>S7 Following instructions</li> <li>E1 Listen well to others</li> <li>E3 Respect the views of others</li> <li>Group numbers and timings of rehearsal structure</li> <li>Assessments</li> <li>Performance timings</li> </ul>
	<b>Curriculum Enrichment</b> <ul style="list-style-type: none"> <li>KS4 Showcase Evenings</li> </ul>