



Year 11 Drama Curriculum Overview

Rationale: GCSE Drama students have 5 lessons over the two week timetable. The GCSE Drama curriculum is designed to give students the opportunity to build on the Drama strategies for devising and creating performances and performer and design skills for performing Drama that they have learnt in KS3. As part of the course we complete activities that help them to build their confidence and resilience, inspire creativity and develop their collaboration skills within the group to create an effective group ensemble.

They complete three components:

Component 1 - Devising (40%)

- Students will work in a group to create and develop ideas to devise a piece of Drama (10%)
- Students will record the creative process that they go through to produce their piece of Drama. They will answer questions to analyse and evaluate their decisions as they go through the process and their final performance. (30%)
- They will produce a portfolio which can be made up of:
 - annotated photographs, drawings and sketches
 - annotations and notes
 - audio and or video evidence
 - written responses.

Component 2 - Text for Performance (20%)

- Students will interpret and explore a performance text, and perform two key extracts from it.
- Students can perform a monologue, or as part of a duologue or group.
- The group can also include up to one designer from each design role. The design roles are set, lighting, sound and costume.

Component 3 Theatre Makers in Practice Written Exam (40%)

Section A: Students will practically explore a set text in order to be able to answer short and extended response questions. These questions will focus on decisions made as a performer, a director and a designer. An extract from the chosen set text will be provided in the exam paper

Section B: Two questions requiring students to evaluate a live theatre performance

- Students will be able to take notes in for Section B.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1 2 weeks	Component 1 Portfolio DIRT Portfolio – Students have the opportunity to improve their 6 questions to analyse and evaluate their Devising process and final piece based on the marked feedback 1. What was your initial response to the stimuli and what were the intentions of the piece?	Portfolio A01 Create and develop ideas to communicate meaning for theatrical performance. A04 Analyse and evaluate their own work and the work of others	Homework Tasks – Resources to support on Go4Schools/Teams <ul style="list-style-type: none"> • Attend an after school 1:1 Intervention if requested by your teacher Optional – Y10 Enrichment opportunities

	<p>2. What work did your group do in order to explore the stimuli and start to create ideas for performance?</p> <p>3. What were some of the significant moments during the development process and when rehearsing and refining your work?</p> <p>4. How did you consider Style and Genre, Structure and Form and Character and Language throughout the process?</p> <p>5. How effective was your contribution to the final performance?</p> <p>6. Were you successful in what you set out to achieve?</p> <p>Word Count: 1500-2000</p>		<ul style="list-style-type: none"> • Become a Drama Leader and support the running of VIBE Drama Club once a week • Attend a break time Rehearsal club with your group • Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> • Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama <p>Join a Drama club outside of school</p>
Autumn 1	<p>Component 3 Theatre Makers Section A</p> <p>An Inspector Calls</p> <p>This unit of work focuses on Section A of the written exam and is an opportunity to revise based on feedback from the Y10 progress exam to help identify revision areas in preparation for the exam. In the exam students will be given an extract from the play and they will need to answer questions from the perspective of: Performer (4 Mark and 6 Mark Question) REVISION Director (9 Mark Design Focus, 12 Mark Performer Focus) Designer (14 Mark)</p> <p>Students will use the checklists for each question to identify what they need to revise. This could include exploring the plot, characters and themes and focus on the Drama terminology needed in the written responses for both Performers and Designers. It may also include revising the Context of when the play is set (1912) and the context of when the play was first</p>	<p>The assessment framework is based on the following:</p> <p>A03 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>	<p>Homework Tasks – Resources to support on Go4Schools/Teams</p> <ul style="list-style-type: none"> • Three Act Summary Inspector Calls - JB Priestley's classic - BBC Radio Drama - YouTube • Themes Mood board https://www.bbc.co.uk/bitesize/guides/z8k239g/revision/1 • Performer Language Revision Resource • Self –Assess 4 Mark and 6 Mark Performer and 12 Mark Director Questions • Context Mind Map https://www.bbc.co.uk/programmes/p00w6x0h Part 1 2 minutes https://www.youtube.com/watch?v=J7OHthxcR1c Part 2 9 minutes https://www.bbc.co.uk/programmes/p00w740l Part 3 4 minutes

	performed (1945) Students will have the opportunity to practice some exam style questions.		<ul style="list-style-type: none"> • Designer Language Revision Resource (Costume, Set, Lighting, Sound) • Self-Assess 9 Mark Director and 14 Mark Designer Questions <p>Suggested Revision Support</p> <ul style="list-style-type: none"> • An Inspector Calls by J B Priestley Heinemann ISBN 978-0-435232-82-5 • Revise Edexcel GCSE (9-1) Drama Revision Guide ISBN 9781292131986 • Drama Revision Workbook ISBN 9781292131979
Autumn 2	<p>Component 3 Theatre Makers Section B Live Theatre Evaluation REVISION</p> <p>This unit of work focuses on Section B of the written exam and is an opportunity to revise and improve your live theatre notes based on feedback from the Y10 progress exam to help with revision and in preparation for the exam. They will also have the opportunity to practice some exam style questions.</p>	<p>The assessment framework is based on the following:</p> <p>A03 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>A04 Analyse and evaluate their own work and the work of others</p>	<p>Homework Tasks – Resources to support on Go4Schools/Teams</p> <ul style="list-style-type: none"> • Review Live Theatre Notes <p>Optional – Y10 Enrichment opportunities</p> <ul style="list-style-type: none"> • Become a Drama Leader and support the running of VIBE Drama Club once a week • Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> • Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama <p>Join a Drama club outside of school</p>
Spring 1/2	<p>Component 2 Text in Performance</p> <p>This unit of work focuses on the practical performance exam which will be assessed in Year 11 by a visiting examiner from the exam board. Students are required to perform/realise a design for TWO key extracts from your chosen performance text following the group timings requirements.</p>	<p>The assessment framework is based on the following:</p> <p>A02 Apply theatrical skills to realise artistic intentions in live performance (Performance)</p> <p>Performers - Students are assessed on how they apply Physical, Vocal</p>	<p>Homework Tasks – Resources to support on Go4Schools/Teams</p> <ul style="list-style-type: none"> • Written Intentions • HL Performers – Learn your lines for your performance <ol style="list-style-type: none"> 1. Write your lines out 5x for each line. Cover them up and see if you can re-write it without looking. REPEAT. REPEAT. REPEAT.

	<p>A key extract is defined as a scene or a moment that is significant to the text as a whole and at least 10 minutes in length when performed. Each extract will be assessed independently and it should be clear where each extract begins and ends. Students are not required to perform the same character or role in both key extracts.</p> <p>Performers can choose MONOLOGUE (2-3 minutes per extract) DUOLOGUE (3-5 minutes per extract) GROUP 3-4 (10-15 minutes per extract)</p> <p>Designers will be allocated a suitable group depending on their Design Choice (Costume, Set, Lighting or Sound)</p> <p>The final performance will allow students to explore an extract of the script and consider how they could interpret the playwright's intentions.</p>	<p>and Spatial skills in a live performance.</p> <p>Designers - Students are assessed on how they apply DESIGN skills in a live performance and with a Design Portfolio.</p> <p>PERFORMER Written Intentions</p> <ol style="list-style-type: none"> 1. What role are you playing? 2. What is happening to your character(s) in the key extract? 3. What are your character's objectives/motivations/feelings? 4. How are you interpreting this character(s) in performance? (i.e. vocal, physical, communication of intent) <p>DESIGNER Written Intentions</p> <ol style="list-style-type: none"> 1. What design role are you fulfilling? 2. What is the central design concept in the key extract? 3. How have you interpreted this key extract through your design? 4. What are you hoping to communicate to the audience? 	<ol style="list-style-type: none"> 2. Divide the script into sections. For each section read your lines out loud exactly how you are going to deliver them. Do this x3 times and then cover them up and see if you can say the lines without looking. REPEAT. REPEAT. REPEAT. 3. Listening to a script - Some performers prefer to record their own voices speaking the lines and then listen back to it. Others will record other characters' lines and leave spaces or pauses where their own lines would be, so they can practice remembering their own part. REPEAT. REPEAT. REPEAT. Now try and do it without. 4. Actioning - This requires a performer to add movement to the speech that helps them remember the order of events, and therefore their lines. This often happens naturally as a performer goes through rehearsals and movement, or is added to the piece during blocking. <ul style="list-style-type: none"> • HL Designers – Complete your Designer Portfolio for your performance
Summer 1	<p>Component 3 Theatre Makers REVISION Section A An Inspector Calls REVISION Section B Live Theatre Notes</p>		<p>Revision – Available to purchase -</p> <ul style="list-style-type: none"> • An Inspector Calls by J B Priestley Heinemann ISBN 978-0-435232-82-5 • Revise Edexcel GCSE (9-1) Drama Revision Guide ISBN 9781292131986 • Drama Revision Workbook ISBN 9781292131979
Summer 2	Study Leave		