

## YEAR 11

### KEY STAGE 4 \*

Term	Topic	Objectives	Skills	Assessment
Autumn 1	Comp 3 – new genre	<ul style="list-style-type: none"> <li>To prepare a <b>performances</b> for assessment</li> </ul>	<ul style="list-style-type: none"> <li>Exam prep</li> <li><b>Performing</b></li> </ul>	<b>Performance assessment – milestone rehearsals</b>
Autumn 2	Comp2 :	<ul style="list-style-type: none"> <li>To begin to explore with a particular focus on the set piece to a <b>brief</b></li> <li>To develop a further understanding of the set pieces for Component 2</li> </ul>	<ul style="list-style-type: none"> <li>Exam prep</li> </ul>	assessment exam brief – interim
Winter 1	Controlled assessment –	<ul style="list-style-type: none"> <li>Continuation of controlled assessment time for <b>performance to a brief</b></li> </ul>	<ul style="list-style-type: none"> <li>Exam prep</li> <li><b>Performing</b></li> </ul>	
Winter 2	Controlled assessment –	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Exam prep</li> <li><b>Performing</b></li> <li></li> </ul>	Controlled assessment – brief – final
Spring 1		<ul style="list-style-type: none"> <li>To prepare a <b>final performance of ensemble</b> for final assessment for teacher marking and BTEC moderating</li> </ul>	<ul style="list-style-type: none"> <li>Exam prep</li> <li><b>Performing</b></li> </ul>	<b>Performance assessment – final</b>
Spring 2	<b>EXAMS</b>			

#### **Drama Knowledge**

- Studying theatre performer skills and conventions in line with NC links for vocal interpretation and movement to develop communication on stage.
- Studying characterisation and improvisation skills and the effects in line with NC.
- Stimulus and devising work with improvisation interpretation. Plot development. NC link.
- Styles of theatre and meaning. Link to NC with alternative styles and meaning.
- Link to NC with alternative styles and meaning, as well as script work to generate language use and meaning.
- Writing structure and analysis skills in both verbal and written work.
- Pupils will be looking at defining skills in rehearsal and performance during every lesson which forms the main aspects of the NC for Drama within English.
- Pupils will build knowledge of design in theatre as they look in detail at stage configurations, roles in theatre, areas of a stage and technical theatre aspects. This directly links with the NC section within English that expects knowledge of technical theatre to be included. As well as accessing live theatre.
- Live theatre knowledge and theatre visits.

#### **The Bigger Picture...**

- Build on work done and prior skills learnt in Y10, develop skills in theatre and performance styles to support their achievement in the Year 11 Drama exams.
- Role play and skills and techniques building as per the National Curriculum Drama section of English.

- In Year 11 the curriculum here works to give pupils more in depth knowledge of skills and technique in theatre. Not only performance skills but also technical knowledge and some technical skills as one unit has a focus on design and the more technical side of theatre. A lot of this will be bringing together all their knowledge and skills learnt and applying it.
- Pupils will polish and hone their performer skills and analytical skills for use in their exams.
- Studying of a key text for exam purposes and building understanding of how to structure answers to key questions.
- The experience and evaluation and analysis of live theatre inside and outside the classroom will continue to build the cultural capital offered to the pupils and support their ability to answer questions linked to performer skills and staging.

### **Skills**

In Year 11 Drama pupils will be building and bringing together all the skills and techniques of the last 4 years of work in Drama. Particularly the work done in Year 10 KS4. They will be recapping on previous analytical skills and performance skills from Year 10 to embed and enhance the use and knowledge of these skills. Character development through movement and vocal skills, linked to both a stimulus performance work and themed contexts as well as scripted work, will also be developed through role play, rehearsal and improvisation activities leading to their final performance exam and well as supporting evaluation and analytical work in the written exam. Pupils will be building their knowledge of analysis of live theatres, building upon knowledge of stage areas, configurations and job roles. Using the key exam text of Blood Brothers, they will learn to consider performance skills for roles within with reasoning and justification in more depth and detail.

### **Cross Curricular and Curriculum Enrichment Opportunities: STEM**

Literacy: evaluation and analysis. Script reading, ROW, resources linked to writing and reading, structure and PEE.

Speaking and listening: evaluation, analysing, critique, feedback and self and peer assessment. Resources linked to speaking and listening.

Numeracy: proxemic distances, stage areas, blocking and positioning.

Shapes and form building.

Links with History/PD/English.

Link with Art in design unit.