DRAMA – Year 11 Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1 **Component 2 Preparation and Examination of Practical** **Applied Skill:** • Genre • structure • character • form • style • language • sub-text • character motivation and interaction • the creation of mood and atmosphere • the development of pace and rhythm • dramatic climax • stage directions • the practical demands of the text.	• Use of stimulus. • Movement. • Tableaux. • Status. • Ensemble work. • Genre. • Improvisation. • Brecht. • Character • Physicality • Epic Theatre	Skills: Each student must choose to be assessed as a: • Performer or • Lighting designer or • Sound designer or • Set designer or • Costume designer or • Puppet designer • Social, cultural and historical context. • Drama and Theatre Terminology • Staging Configuration. • Assessment: Full performance of three scenes linked by character.	• The activities each may undertake on a day-to-day basis • The aspect of the rehearsal/performance process each is accountable for (the contribution to the whole production being a success). • Developing knowledge and understanding of the characteristics and context of whole play. • Exploring ideas for how the play may be interpreted practically.
Term 2 – Preparation of Written Examination Course Work for Component 2 - Log • Practical Component	• Brechtian Techniques • Devised • Character construction • Analysis of own/group performance.	• Written Skills • Social, cultural and historical context. • Drama and Theatre Terminology • Staging Configuration. • Brechtian Techniques	• Create and communicate meaning. • Realise artistic intention in devised drama. • Realise designs for a devised duologue or group piece.

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Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
• Characteristics of performance text and dramatic works. • How meaning is interpreted and communicated. • Epic Theatre • Dramatic Intentions		• Structure of Devised piece. • Working in a group.	
Term 3/4 – Preparaton and Examination of Component 3. **Developing Knowledge and Understanding of Text** • Practical Component • Characteristics of performance text and dramatic works. • How meaning is interpreted and communicated. • Stanislavski	• Physical Warm-up. • Evaluation. • Genre. • Drama Terminology. • Brechtian Techniques. • Stimulus • Movement • Status • Ensemble work • Improvisation. • Stanislavski Techniques • Script Structure	Skills: • Social, cultural and historical context. • Drama and Theatre Terminology • Staging Configuration. • Stanislavski Techniques • Structure of Scripted piece. • Working in a group. • Character Development	• The activities each may undertake on a day-to-day basis • The aspect of the rehearsal/performance process each is accountable for (the contribution to the whole production being a success). • Developing knowledge and understanding of the characteristics and context of whole play. • Exploring ideas for how the play may be interpreted practically.
Terms 5/6 – Written preparation and examination for Component 1	• Stimulus • Movement	• Ability to explain the use of performance skills in relations to an extract.	How to write, effectively present issues within a set text and live performance.

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Content (Intent)	**Links to prior learning**	**Skills and Assessment (Implementation)**	**Expected Learning Outcomes (Impact)**
• Revision of Section B questions. • Revision of Section C, Live Performance. • Contribute to final group performance.	• Status • Set Text • Character Development • Brecht/Boal • Story Structure • Performance Skills • Live Performance • Evaluation Skills	• Ability to justify ideas through understanding of character and story line. • Use of terminology. • Written skills Assessment: Component 1 Examination May/June	Use their knowledge of both sides of an issue. • The aspect of the rehearsal/performance process each is accountable for (the contribution to the whole production being a success). • Developing knowledge and understanding of the characteristics and context of whole play. • Exploring ideas for how the play may be interpreted practically.