



Year 11 Drama

Curriculum Leader: Mrs Carly Howard

Exam Board: AQA

The Drama department has high expectations of all of our students. We aim to encourage and engage students to be creative and become confident in developing and performing work they have generated through enquiry, exploration and evaluation. The curriculum and enrichment provision provide students with the opportunity to explore and experience a broad spectrum of theatre, developing their knowledge and understanding of drama as an art form and developing life-long learning skills for independence, collaboration and communication. Using a holistic approach, our goal is to challenge young people, through the act of 'play' allowing them to explore ideas from different perspectives, develop empathy and a greater sense of the world around them.

Topics to be covered in Year 11

	Term 1	Term 2	Term 3
Topics to be covered	Component 2 – Devising Portfolio (40%) Create and develop ideas to communicate meaning for theatrical performance. • Analysis and evaluation for their own work. • Development and collaboration within a group environment. • Creating ideas to communicate meaning. • Realise artistic intentions in devised Drama. Component 1 — Live Theatre Review	Component 3 – Texts in Practice (20%) Apply theatrical skills to realise artistic intentions in a live performance. • Studying two key extracts from a play. • Understand the playwright's intentions of narrative and character. • To apply theatrical skills to a live group performance.	Component 1 – Understanding Drama Revision (40%) Knowledge and understanding of how drama and theatre is developed and performed, including in connection to the set text (Blood Brothers) and their ability to analyse and evaluate the live theatre work of others. • Theatre Roles and responsibilities. • Stage Direction and configurations. • Study of Blood Brothers by Willy Russell. • Live Theatre Review evaluation.
Key vocabulary	Analysis Evaluate Development Communication Effect Meaning Message Physicality Research Narrative Characters Style/Genre Context	Analysis Evaluate Collaboration Effect Meaning Communication Performing skills Designer Interpretation	Analysis Evaluation Character Plot Subtext Social, Cultural and Historical Context Interpretation Communication Audience Stage Configurations Stage Position Theatrical Skills Design
Skills to be developed	• Carrying out research. • Developing their own ideas. • Collaborating with others. • Refine & amend their work in process. • Analyse and evaluate their own process or creating a devised performance. • Create and communicate meaning to an audience. • Realise artistic intention in devising drama. • How a production has been interpreted and messages that may be communicated. • Acting skills demonstrated by the performers and how successful meaning was communicated.	• Understanding a playwright's intentions. • Development of their performance based on a script. • Refine and amend their work in process. • Create and communicate meaning to an audience. • Personal interpretations on the context.	• Characters of performance texts and dramatic works based on genre and style of a performance. • Social, cultural and historical contexts on Blood Brothers. • Interpretation of a playwright's work. • Analyse and evaluate different live performances. • How meaning is interpreted and communicated. • Drama staging and terminology and how to use it appropriately.

	Term 1	Term 2	Term 3
Opportunities for revisiting previous learning	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/ vocab applied to performance/ devising.	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/ vocab applied to performance/devising.	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/ vocab applied to performance/devising.
When will formal assessment of progress take place?	As per Year 11 exams calendar.	Formal assessment will take place by the middle of March. This assessment will be carried out by an external examiner and students will be marked over two extracts.	Students to sit their Component 1 written exam at the beginning of May (<i>TBD</i>). This will include three sections: Section A, B and C. Theatre Roles and responsibilities Blood Brothers Live Theatre Review

Website Links:

www.nationaltheatre.org.uk - quality performance examples and video resources to support performance, devising and design.

www.bbc.co.uk/blast - Site for young people and the arts (page dedicated to dance).

www.artsaward.org.uk - Arts Award, a new accreditation which supports young artists and young arts leaders and leads to qualifications at level 1, 2 and 3.

www.aqa.org.uk

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as is typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information:

If you would like to contact the Drama Department please email: drama@gilberd.com.

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