



**Intent for the Year 11 Drama Curriculum 2021-2022**

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

**Drama:** Students in year 11 will experience a range drama styles, characters and forms from throughout drama's history. The breath will enrich creativity, drama skills, communication and self-confidence, enhancing their skills in performing, directing and theatre design. Students will flourish in a safe environment where their moral character can grow. Students will end the year valuing the transferrable skills drama teaches them, beginning to realise the combination of creativity and self-discipline can be applied to many circumstances in life, including the workplace.

Drama GCSE provides students with the opportunity to practically explore interesting concepts, themes and issues whilst learning a wide range of theatrical forms and styles.

Students work creatively and collaboratively to produce work they have complete ownership over and perform scripted pieces demonstrating understanding of dramatic intentions; developing confidence and self-belief. Students learn about all aspects of how great theatre is formed, produced and communicated. The course guides students to become creative thinkers as well as disciplined performers and this work is evidenced in two practical performances (60%), a written portfolio and a written exam (40%).

Drama is an exciting and engaging subject, historical, whilst relevant, empowering and innovative. It mirrors societies and allows for the development of individual empathy.

**Implementation:**

Year 11 drama lessons are a part of a 2 year GCSE course. Students follow the Edexcel GCSE Drama course that consists of 3 components. Students have 3 lessons a week and experience a knowledge rich curriculum that prepares them for their various types of assessment and further study/career paths. Year 11 are taught by two subject specialists to provide them with a range of expertise and feedback. The 2-1 split of lesson time across the week is also in place to assist students in differentiating the 3 components, for example at various of times of the year students experience 2 practical lesson lead by one specialist and 1 written lesson lead by the other specialist.

**Curriculum adaptations as a result of the pandemic:**

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning: <i>(Area under development)</i>
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<b>1</b>	<p><b>Introduction to GCSE Edexcel Drama Course</b></p> <p><b>Theatre Practitioners &amp; Styles</b></p> <p><b>Why here:</b> Being aware of the missed practical opportunities in year 10, year 11 will experience <b>exposure to a range of practitioners</b> that will <b>positively impact</b> their <b>Devising Component</b> that is coming next term. The opportunity to gain knowledge and practical experience in different theatre makers is important for their <b>future success</b>.</p>	<p>Students experience <b>workshop style lessons</b> looking at a <b>variety</b> of styles and tasks. This enables upskilling to take place and for students to get to know each other.</p> <p>Students will learn/be reminded about the <b>3 components</b> of their GCSE.</p> <p>The lessons are focused on <b>devising techniques</b> and <b>creativity</b>.</p>	<p>Students must learn to respect and listen to each other, be resilient, confident, reflective, open minded, motivated and purposeful.</p> <p>Students will have the opportunity to develop creativity, curiosity, compassion, and confidence.</p> <p>Students will also develop resilience, respect, responsibility, and resilience.</p>	<p>Verbal feedback- given throughout every lesson, during rehearsal and for final performance.</p> <p>Formative- Performances every lesson where students receive feedback from teacher/peer and self.</p>	<ul style="list-style-type: none"> <li>● Style</li> <li>● Genre</li> <li>● Rehearsal</li> <li>● Performance</li> <li>● Techniques</li> <li>● Devising</li> <li>● Creating</li> <li>● Improvisation</li> <li>● Epic Theatre</li> <li>● Theatre of Cruelty</li> <li>● Stanislavski</li> <li>● Frantic Assembly</li> <li>● Realism</li> <li>● Symbolism</li> <li>● Experimenting</li> <li>● Practitioner</li> <li>● Inspired</li> </ul>	<ol style="list-style-type: none"> <li>1. Research task into practitioners studied in lesson.</li> <li>2. Outside of lesson rehearsals</li> </ol>
<b>1&amp;2</b>	<p><b>Component 1: Devising Practical &amp; Written</b></p> <p><b>Why here:</b> Following on from their experience in the summer of year 10. Students will now create their performances ready for a Dec examination.</p> <p>Students are given <b>3 stimulus</b> to work with. Students work in given groups to generate ideas, research, rehearse, refine, perform and reflect</p>	<p>Reflecting on the workshops, students are guided to create group performances.</p> <p>*The timings of these performance have been reduced due to COVID 19.</p> <p>In parallel to the practical performance, students learn how to create relevant notes that inform a written portfolio which accompanies their practical exam.</p>	<p>Students will create work that is relevant, informative, creative and engaging. Their pieces will cover a broad range of topics. Students are encouraged to create thought provoking work.</p> <p>Topics covered in the past: Women rights, human rights, psychosis, disability and mental health. Students therefore are exploring all character traits within their discussions and practical work.</p>	<p><b>Summative Assessment- Final Performance</b> The raw mark will create a proportion of their overall C1 final grade.</p> <p><b>Summative Assessment-</b> Students will complete a portfolio - <b>component 1</b>. This written document will accompany their component 1 devising performance and will be submitted for moderation in Spring of Year 11.</p> <p>Verbal feedback- given throughout every lesson, during rehearsal and</p>	<ul style="list-style-type: none"> <li>● Devising</li> <li>● Stimulus</li> <li>● Aside</li> <li>● Blocking</li> <li>● Characterisation</li> <li>● Choreography</li> <li>● Chorus</li> <li>● Dialogue</li> <li>● Focus</li> <li>● Gesture</li> <li>● Improvisation</li> <li>● Inflection</li> <li>● Language</li> <li>● Mime</li> <li>● Monologue</li> <li>● Motivation</li> <li>● Movement</li> <li>● Pace</li> <li>● Acting</li> </ul>	<p>Extra Rehearsals mandatory either after school or during lunchtimes.</p> <p>Research into their stimulus and ideas.</p> <p>Question 1 to 3 of the portfolio worked on.</p> <p>Portfolio work is tracked on Google Classrooms.</p>



	<p>upon their own contribution and ability to meet intentions.</p> <p>The pieces need to meet a time requirement.</p>	<p><b>Outcome:</b> The competition of internally assessed and externally moderated performance piece.</p>	<p>Students need to be respectful, trusting, cooperative and understanding of one other as they work very closely throughout the term.</p>	<p>performance. And recorded on Google Classroom.</p> <p>Formative- Performances every lesson where students receive feedback from teacher/peer and self. Work in progress is filmed and shared with students.</p>	<ul style="list-style-type: none"> <li>● Speaking</li> <li>● Non-verbal</li> <li>● Pitch</li> <li>● Posture</li> <li>● Projection</li> <li>● Proxemics</li> <li>● Role</li> <li>● Soliloquy</li> <li>● Spatial awareness</li> <li>● Stage presence</li> <li>● Staging</li> <li>● Tableau</li> <li>● Voice</li> </ul>	
<b>1</b>	<p><b>Component 3: Theatre Makers in Practice</b></p> <p><b>An Inspector Calls</b></p> <p><b>Why here:</b> The course is split 60/40, practical and written. Therefore, a focus on the written element of the course is important throughout their final year.</p> <p>The work supports the vocabulary needed within their portfolio.</p> <p>The play is also studied in English and the students know the text very well. This brings confidence and allows the students to think about the text in a holistic manner.</p>	<p>To continue to gain the ability to view this play from the perspective of a performer, director and designer.</p> <p>To understand what is required from Section A of the paper. (a 4, 6, 9, 12 and 14 mark question)</p>	<p>Students will revisit the themes of the play.</p> <p>Building resilience and reflection skills as they learn and produce more material.</p>	<p><b>Year 11 December Assessments - HCSEs</b></p> <p><b>Summative Assessment-</b> Students will complete a written paper - <b>component 3</b>. This exam will take place in the Summer of Year 11.</p> <p>Verbal feedback- given throughout every lesson.</p> <p>Formative- students receive feedback from teacher/peer and self</p>	<ul style="list-style-type: none"> <li>● Describe</li> <li>● Explain</li> <li>● Analysis</li> <li>● Evaluate</li> <li>● Costume</li> <li>● Personal Props</li> <li>● Props</li> <li>● Silhouette</li> <li>● AMP</li> <li>● Backlight</li> <li>● Barn-door</li> <li>● Profile lanterns</li> <li>● Beam</li> <li>● Blackout</li> <li>● Colour filter</li> <li>● Cross-fade</li> <li>● Cue sheet</li> <li>● Gel</li> <li>● Dimmer</li> <li>● Flood</li> <li>● Fresnel</li> <li>● FX</li> <li>● House lights</li> <li>● Spot</li> <li>● Strobe</li> <li>● Wash</li> <li>● Scenery</li> <li>● Props</li> </ul>	<p>Creative vision creation</p> <p>Practice questions</p>



<p><b>3 &amp; 4</b></p>	<p><b>Component 2: Performance of a Text</b></p> <p><b>Students own choice of text (in-line with exam board requirements)</b></p> <p><b>Why here:</b> Visiting examiners are available between Feb-March. Students will prepare an extract from a chosen play.</p> <p><b>Drama skills:</b> Improvisation, characterisation, vocal skills.</p>	<p>*Changes due to COVID, students will learn one extract from a text, instead of two.</p>	<p>Students will have the opportunity to develop creativity, curiosity, compassion, and confidence.</p> <p>Students will also develop resilience, respect, responsibility, and resilience.</p>	<p><b>Summative Assessment-</b> Students are tasked to perform 2 performances. This is marked by a visiting examiner/submitted video footage and marked externally. This exam will take place in the Spring of Year 11.</p> <p>Results are given on results day of Year 11.</p> <p>Verbal feedback- given throughout every lesson, during rehearsal and for final performance.</p> <p>Formative- Performances every lesson where students receive feedback from teacher/peer and self.</p>	<ul style="list-style-type: none"> <li>● Set</li> <li>● Projection</li> <li>● Volume</li> <li>● Vocal skills</li> <li>● Diction</li> <li>● Articulation</li> <li>● Pitch</li> <li>● Emphasis</li> <li>● Stress</li> <li>● Pace</li> <li>● Pause</li> <li>● Tone</li> <li>● Accent</li> <li>● Body language</li> <li>● Movement</li> <li>● Facial Expression</li> <li>● Gesture</li> <li>● Posture</li> <li>● Gait</li> <li>● Co-ordination</li> <li>● Spatial awareness</li> <li>● Interaction</li> <li>● Motivation</li> <li>● Prompt</li> <li>● Intention</li> <li>● Playwright</li> <li>● Script</li> <li>● Context</li> </ul>	<p>Extra Rehearsals mandatory either after school or during lunchtimes.</p> <p>Learning lines.</p> <p>Intention sheet.</p>
<p><b>5</b></p>	<p><b>Component 3: Theatre Makers in Practice</b></p> <p><b>An Inspector Calls Live Theatre</b></p> <p><b>Why here:</b> The students will finish their course by completing a <b>written exam</b>. Lessons at this time of the year will go into a classroom to allow students the</p>	<p>To <b>revisit</b> previous learning in years 10 and 11 surrounding <b>An Inspector Calls</b> and <b>Live Theatre</b>.</p> <p>*This year centres will be issued with a large extract of text to support students during the pandemic. The questions themselves will relate to a smaller section of the seen extract.</p>	<p>Building resilience and reflection skills as they learn and produce more material.</p>	<p><b>Summative Assessment</b> Students will complete this unit with a written exam paper in May.</p> <p>Verbal feedback- given throughout every lesson, during practice questions and verbal contributions.</p>	<ul style="list-style-type: none"> <li>● Performance skills</li> <li>● Physical Skills</li> <li>● Vocal skills</li> <li>● Set design</li> <li>● Costume design</li> <li>● Lighting design</li> <li>● Sound design</li> <li>● Context</li> <li>● Analyse</li> <li>● Evaluate</li> <li>● Audience</li> <li>● Intentions</li> <li>● Scene</li> </ul>	<p>Practice questions</p> <p>Past papers completed.</p>



	<p>most appropriate environment to be <b>successful</b> in a written exam.</p> <p>Finishing the course with this dedication to <b>analysing</b> and <b>evaluating</b> professional work will support those students moving on to A level drama,</p>	<p>Students will be encouraged to approach the paper in a practical and creative way. Exercises around creating a clear and individual creative vision for the performance will be integral to students succeeding in the work.</p>			<ul style="list-style-type: none"> <li>● Plot</li> <li>● Character</li> <li>● Genre</li> </ul>	
<p><b>Impact:</b> This course will also develop invaluable personal and professional skills. Students will develop confidence, self-discipline, the ability to reflect and analyse, problem solves, think creatively, develop leadership skills, communication skills, empathy and resilience.</p> <p><b>Career Opportunities:</b> A GCSE in Drama shows an employer that a student has confidence, good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. This qualification also assists students pursuing a career working with people, sales, marketing, journalism, media, law and of course jobs with the entertainment industry including Theatre, Television and film production.</p> <p>The course is good preparation for progression to A levels in drama, theatre studies, musical theatre, communication studies, hospitality, education, phycology and other creative industries. Previous students have gone on to study drama, acting, theatre studies, television production, performance, media studies, politics and education.</p>						