

Year 11 Drama

The Year 11 drama curriculum builds directly on from Year 10, consolidating and developing the performance skills and knowledge to access the assessed elements of the GCSE course. The roles of performer, director and designer are at the heart of all the work students complete and these appear across all of the assessed components. The completion of the devised Component 1 and performance from text in Component 2 form the focus of the practical work, whilst the study of the set text is developed in preparation for the written Component 3 exam. Students will also watch a live theatre performance in preparation for the Component 3 exam.

Methods of deepening and securing knowledge:

Spaced learning	Throughout the year, past skills are consolidated and applied to the practical work.
Elaboration	Students are regularly challenged to extend and elaborate on their practical work through the practical process.
Interleaving	Throughout the course, students' past learning is called upon to consolidate knowledge and develop depth of knowledge. Elements covered in Year 10 are returned to in order to strengthen application and understanding.
Concrete examples	Example and demonstration is regularly used to illustrate possible approaches to practical work as well as to highlight good practice. These can be from the students themselves, the teacher, or recorded sources.

	Autumn term 1	Autumn term 2	Spring term 1
Topic(s)	<p>Component 1 - Devising Working in their established performance groups, students continue to develop, rehearse and refine an original performance from a given stimulus. A written portfolio is created alongside the practical development:</p> <ul style="list-style-type: none"> • Devising from a stimulus. • Collaborative work to develop ideas. • Development of performance material through improvisation. • Development of form, style and structure. • Enhancement of character. • Analysis and evaluation of process and performance through a written portfolio. 	<p>Component 2 - Performance from Text Students work on two scripted extracts from a play text. They can work on monologues, duologues or group pieces and work to develop the text into performance:</p> <ul style="list-style-type: none"> • Exploring a full play text. • Development of character and motivation. • Learning scripts. • Collaborating with other performers. 	<p>Component 2 - Performance from Text Students refine their performance work on two scripted extracts from a play text. Students explore and formalise their artistic intentions for their performance. They develop and refine their performance in advance of a practical performance exam in front of a visiting examiner:</p> <ul style="list-style-type: none"> • Development of character and motivation. • Enhancing vocal and physical skills. • Learning scripts. • Collaborating with other performers. • Communicating with an audience.

Assessment	Assessed Component 1 Performance. Completed Component 1 Portfolio Questions.	Completed Component 1 Portfolio. Rehearsed performances.	Externally examined performance of Component 2 Scripted Extract Performances.
CEIAG <i>(Careers that are linked to that topic)</i>	Continued development of performer, designer and deviser roles, building on the introduction earlier in the year into a full-length performance and the challenges of this in a professional setting.	Building on appreciation of playwright, performer and designer roles with direct link to professionally produced performances. Potential for performance and workshop opportunity with Splendid Productions to give first-hand experience of devisers, performers and practitioners, linking to Brechtian theatre.	Further consolidation of playwrights, performers and designer roles with direct link to professionally produced performances. Research into professional productions to influence performance choices. Identified in Communication of Intention document.

	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p>Component 3 - set text consolidation Consolidating students' understanding of the set text for the Component 3 exam. Written tasks are linked closely to exam questions and applying and extending exam technique:</p> <ul style="list-style-type: none"> • Extending written responses from the point of view of actor, director and designer. • Applying exam technique and written responses. • Application of contextual knowledge and design ideas. 	<p>Component 3 - Theatre Makers in Practice - written exam preparation Further consolidation of students' understanding of the set text for the Component 3 exam. A visit to live theatre takes place with a direct focus on the live theatre evaluation section of the written exam. Written tasks are directly linked to exam questions and strengthening and extending exam technique:</p> <ul style="list-style-type: none"> • Extending written responses from the point of view of actor, director and designer. • Strengthening exam technique and written responses. • Application of contextual knowledge and design ideas. • Evaluation of live theatre performance. • Creation of 500 word live performance notes. 	<p>Component 3 exam preparation Students continue to revise the written elements of the Component 3 exam. Exam question practice continues, with use of exemplar materials and sample questions to develop depth and understanding of the written exam:</p> <ul style="list-style-type: none"> • Set text consolidation and analysis. • Completion of sample questions. • Analysis of exemplar materials. • Live theatre evaluation.
Assessment	Sample Section A examination questions.	Sample Section A examination questions. Sample Section B examination questions. Live performance notes.	Sample Section A and B examination questions. Formal Component 3 written examination.
CEIAG <i>(Careers that are linked to that topic)</i>	Building on set text exploration in Year 10. Direct focus on playwright alongside the role of performer, designer and director. Analysis of live performance examples to support and develop understanding.	Live performance visit, looking at the impact of director, designers and performers on professional production - seeing professional performance in practice.	Consolidation of performer, designer and director roles within professional production.

Independent Study

In Year 11, independent study is designed to develop students' practical work, whilst consolidating and developing their ability to analyse and evaluate their creative choices. These are closely linked to the written assessment criteria and course requirements. Independent study is likely to be line learning for devised and scripted performances, developing responses to the Component 1 portfolio and exam question practice for Component 3.