

## Year 11 Drama

Year 11	Autumn Year 11	Autumn 2 Year 11	Spring 1 Year 11	Spring 2 Year 11	Summer 1 Year 11	Summer 2 Year 11
<b>Topic/Unit to be studied</b>	<ul style="list-style-type: none"> <li><b>Component 1: Devising Drama</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Component 1: Devising Drama</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Component 3: Texts in Practice</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Component 3: Texts in Practice ALONGSIDE</b></li> <li><b>Component 1: Understanding Drama</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Component 1: Understanding Drama</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Exploring Practitioners:</b></li> </ul>
<b>Core Knowledge and skills</b>	<p><b>Knowledge:</b></p> <p>How to develop initial ideas from a stimulus.</p> <p>How meaning can be interpreted and communicated.</p> <p>Influential and expert devising theatre companies.</p> <p>How to build convincing characters.</p> <p>Theatrical terminology/devices and their appropriate use.</p> <p><b>Skills:</b></p> <p>Group work, Characterisation, Ownership, Interpretation, Confidence, Creativity, Empathy, Time management, Responsibility.</p>	<p><b>Knowledge:</b></p> <p>How to analyse and evaluate group work and performance.</p> <p>Links between stimulus, development and final piece.</p> <p>Theatrical terminology/devices and appropriate use.</p> <p><b>Skills:</b></p> <p>Group work, Interpretation, Reflective, Analyse, Self/peer evaluation, Literacy.</p>	<p><b>Knowledge:</b></p> <p>Theatrical terminology/devices and effective use.</p> <p>Historical and political context of playwright and style.</p> <p>How to interpret a script/role and perform from 'page to stage' effectively.</p> <p><b>Skills:</b></p> <p>Group work, Characterisation, Confidence, Creativity, Empathy, Ownership, Time management,</p>	<p>Core knowledge and skills listed in Spring Term 1 and Summer Term 1.</p>	<p><b>Knowledge:</b></p> <p>Contextual factors: theatre company and play (live theatre). Context of the Blood Brothers - Historical, social and political factors; Britain 1960-1980. Themes/Issues. Playwright's intentions. Design elements; set, sound, lighting, costume and puppetry. The role of a director and how to. Meaning of 'command words' and how to structure a live theatre response. Theatrical terminology/devices and effective use.</p> <p><b>Skills:</b></p> <p>Interpretation, Describe, Analyse,</p>	<p><b>Knowledge:</b></p> <p>Historical and political context of practitioners and styles. Influential factors when creating. Key features of the work. Links between practitioners and styles. <i>Frantic Assembly, Kneehigh</i></p> <p><b>Skills:</b></p> <p>Group work, Interpretation, Characterisation; Character building and physical interpretation, Application of practitioner's style, Confidence, Creativity, Ownership, Time management,</p>

					Evaluate, Time management, Focus, Independence, Literacy.	
<b>Assessment for and of learning</b>	<b>Internally Assessed: 15/60 Component 2</b> Section 1: Responding to a stimulus (10%)	<b>Internally Assessed: 45/60 Component 2</b> Devised Drama Performance Section 2: Development and Collaboration Section 3: Analysis and Evaluation (30%)	<b>Research assessment:</b> Exploring the play, interpretation of the role, historical context, understanding the style and the playwright's intentions.	<b>Externally Assessed Performance:</b> Extract 1 (10%) Extract 2 (10%)	<b>Externally Assessed Written Exam:</b> 1 hour 45 minutes Theatre Makers, Blood Brothers, Response to Live Theatre. (40%)	Students will be assessed formatively on their contribution to group work, their interpretive skills and their performances in the style of the practitioners.