

Drama Curriculum Overview – Year 11

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Component 1: Devising Theatre	Students will be assessed on either acting or design. Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by EDUQAS. Students must produce: <ul style="list-style-type: none"> • A realisation of their piece of devised theatre • A portfolio of supporting evidence • An evaluation of the final performance or design. 	Students will work in groups to respond to the stimuli. They will conduct secondary research and formulate ideas for a devised piece of theatre. Students will perform their pieces for assessment and also produce portfolio coursework detailing the process of making the play including rehearsal techniques and the influence of their chosen practitioner or genre. Students will also complete an evaluation of their performance work.	Component 1: Practical Assessment – 15 marks. Portfolio Coursework – 30 marks. Evaluation-15 mark.s	<ul style="list-style-type: none"> • Research of stimuli for plot lines. • Research and application of practitioner or genre techniques. • Sourcing, designing and/or making of props • Sourcing, designing and/or making of costumes. • Designing cue sheets for sound and lighting. • Creating set. 	Students will develop the Ursuline Values- Discerning and Joyful in the thoughtful decision-making regarding their choices for optimum theatrical effect, and the appreciation of the work on aspects of design that combine to create successful performance. <ul style="list-style-type: none"> ○ Community and participation ○ Solidarity ○ Care for Creation. ○ Personal ○ Social ○ Physical ○ Cultural ○ History ○ English ○ Art and Design 	History – exploring the work of historic theatre practitioners. ENGLISH – Writing and performing plot lines and narration. Art and Design– Study and creation of theatrical design concepts. ICT – Completion of Evaluation in controlled conditions

				<ul style="list-style-type: none"> • Writing plot outlines. • Character monologues. • Writing narration. • Rehearsals 	<ul style="list-style-type: none"> ○ Actor ○ Designer 	
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Autumn Term 2

<p>Component 3: Interpreting Theatre</p>	<p>Students will study the set text <i>Noughts and Crosses</i> by Malorie Blackman, a play text interpreted by Sabrina Mahfouz.</p> <p>Students will be assessed on their knowledge of the text answering questions in the Component 3 written examination from the perspective of actors, designers and directors. Students will view live theatre to prepare them for answering Section B of the Written paper – Live Theatre Review</p>	<p>Students will conduct theoretical and also practical study and exploration of the set text. They will apply their knowledge in the completion of a mock examination Component 3 written paper answering questions from the perspective of an actor, director and designer. Students will learn how to compose a Live Theatre Review for Section B of the written examination.</p> <p>Students will conduct the Component 3 Mock written examination, including the Live Theatre Review.</p>	<p>Mock Component 3: Written Examination. Section A and Section B. 40% of Mock grade.</p>	<ul style="list-style-type: none"> • Past papers. • Examination questions. <p>Component 3 study</p>	<p>Students will develop the Ursuline Values- courageous and resilient in the study of the written examination that culminates 40% of the Drama GCSE. Students will also develop the values of Listening and Attentive in the exploration and study of the set text <i>Noughts and Crosses</i>.</p> <ul style="list-style-type: none"> ○ Community and participation ○ Solidarity ○ Care for Creation. ○ Personal ○ Social ○ Physical 	<p>English – approach to the written examination. Design – perspective of the designer for exam purposes.</p>
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Spring Term 1

Component 2: Performing From a Text. Practical Examination	Students will rehearse and perfect their Component 2 Practical pieces for performance in front of a live examiner.	GCSE Drama. Students will work in groups to rehearse and realise a scripted performance.	Component 2 scripted performance – 20% of GCSE Drama grade.	<ul style="list-style-type: none"> ● Exam practice ● C2 rehearsal ● C2 Artistic Intentions 	<p>Students will develop the Ursuline Values- courageous and resilient in the study of the written examination that culminates 20% of the Drama GCSE.</p> <ul style="list-style-type: none"> ○ Community and participation ○ Solidarity ○ Care for Creation. ○ Personal ○ Social ○ Physical ○ Cultural ○ 	<p>Design – perspective of the designer for exam purposes.</p> <p>English – approach to Artistic Intentions. The study of literary texts.</p> <p>History – the study of some historical texts.</p>
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Spring Term 2

Component 2: Performing From a Text. Practical Examination	Students will rehearse and perfect their Component 2 Practical pieces for performance in front of a live examiner.	GCSE Drama. Students will work in groups to rehearse and realise a scripted performance	Component 2 scripted performance – 20% of GCSE Drama grade.	Artistic intentions regarding creative choices about the intended physicality and vocal skills	<ul style="list-style-type: none"> ○ History ○ English ○ Art and Design ○ Actor ○ Designer 	
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				presented in the examination. The Artistic Intentions are sent to the examiner prior to the Component 2 Practical Examination	○ Director	
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Summer Term 1

<p>Component 3: Interpreting Theatre</p>	<p>Students will study the set text <i>Noughts and Crosses</i> by Malorie Blackman, a play text interpreted by Sabrina Mahfouz.</p> <p>Students will be assessed on their knowledge of the text answering questions in the Component 3 written examination from the perspective of actors, designers and directors. Students will view live theatre to prepare them for answering Section B of the Written paper – Live Theatre Review. This will be revision for the Component 3 written examination.</p>	<p>Students will conduct theoretical and also practical study and exploration of the set text. They will apply their knowledge in the completion of a mock examination Component 3 written paper answering questions from the perspective of an actor, director and designer. Students will learn how to compose a Live Theatre Review for Section B of the written examination.</p> <p>Students will conduct the Component 3 Mock written examination, including the Live Theatre Review based on a piece of Live Theatre they have witnessed.</p>	<p>Students will practice answering a written examination paper for GCSE Drama.</p>	<p>Component 3: Written Examination. Section A and Section B. 40% of the GCSE Drama grade.</p> <ul style="list-style-type: none"> ● Past papers. ● Examination questions. <p>Component 3 study</p>	<p>Students will develop the Ursuline Values- courageous and resilient in the study of the written examination that culminates 40% of the Drama GCSE.</p> <ul style="list-style-type: none"> ○ Community and participation ○ Solidarity ○ Care for Creation. ○ Personal ○ Social ○ Physical ○ Cultural ○ History ○ English ○ Art and Design ○ Actor ○ Designer ○ Essayist 	<p>English – approach to the written examination. Design – perspective of the designer for exam purposes.</p>
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Summer Term 2

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