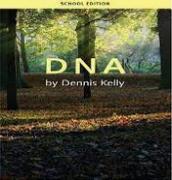


St Mary's CE High School Curriculum Map 2022-23



Subject: Drama
Year: 11

The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

CONTENT	Autumn 1 Component 1: Devising 	Autumn 2 Component 3 Set Text DNA Re-Cap/Live Theatre Review 	Spring 1 Component 2: Scripted Performance JOE (quiet, sweet) How many times have I told you? (strokes SALLY's cheek) <u>Never</u> boil my broccoli.	Spring 2 Component 2: Scripted Performance Exam/Component 3 Revision JOE (quiet, sweet) How many times have I told you? (strokes SALLY's cheek) <u>Never</u> boil my broccoli.	Summer 1 Component 3 Revision 	Summer 2 Component 3 Exam 
<p><i>Declarative Knowledge – 'Know What'</i></p>	<ul style="list-style-type: none"> Know and understand how to create a performance with careful attention to plot and characters Know and understand how to create a performance in response to a given stimulus Know and understand how to link practitioner theory, style and 	<ul style="list-style-type: none"> Playwright's intentions Role of the actor, director, designer (Set, Costume, Lighting, Sound) Genre & Style Historical, cultural, social & political context Know and understand context, plot and characters Know and understand how a variety of performance conventions can be used effectively to achieve a desired 	<ul style="list-style-type: none"> Playwright's intentions Role of the actor Genre & Style Historical, cultural, social & political context Know and understand the context, plot and characters in a play Know and understand how to convey a character in performance, using a variety of performance conventions 	<ul style="list-style-type: none"> Playwright's intentions Role of the actor Genre & Style Historical, cultural, social & political context Know and understand the context, plot and characters in a play Know and understand how to convey a character in performance, using a variety of performance conventions Playwright's intentions Role of the actor, director, designer (Set, 	<ul style="list-style-type: none"> Playwright's intentions Role of the actor, director, designer (Set, Costume, Lighting, Sound) Genre & Style Historical, cultural, social & political context Know and understand context, plot and characters Know and understand how a variety of performance conventions can be used effectively to achieve a desired 	

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	<p>genre to the practical</p> <ul style="list-style-type: none"> • Know and understand how to structure a performance • Know and understand how to convey a character in a performance <p>Cross Curricular Links: PSHCE, English (?)</p>	<p>outcome</p> <ul style="list-style-type: none"> • Know and understand how to analyse theatre performances for academic study • Know how to structure exam responses <p>Cross Curricular Links: PSHCE, Art & Design, Design & Technology, English (?)</p>		<p>Costume, Lighting, Sound)</p> <ul style="list-style-type: none"> • Genre & Style • Historical, cultural, social & political context • Know and understand context, plot and characters • Know and understand how a variety of performance conventions can be used effectively to achieve a desired outcome • Know and understand how to analyse theatre performances for academic study • Know how to structure exam responses • <p>Cross Curricular Links: PSHCE,</p>	<p>outcome</p> <ul style="list-style-type: none"> • Know and understand how to analyse theatre performances for academic study • • Know how to structure exam responses 	
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<ul style="list-style-type: none"> - The ability to engage a target audience - The ability to convey meaning through vocal and physical skills - The ability to utilise a range of performance skills in order to achieve a desired outcome - The ability to apply a range of practitioner 	<ul style="list-style-type: none"> - The ability to recognise and understand the roles and responsibilities of performer, designer and director - The ability to recognise how and where social, historical and cultural contexts are reflected through the text - The ability to recognise 	<ul style="list-style-type: none"> - The ability to recognise how and where social, historical and cultural contexts are reflected through the text - The ability to analyse and evaluate their own work and the work of others - The ability to engage a target audience - The ability to convey 	<ul style="list-style-type: none"> - The ability to recognise how and where social, historical and cultural contexts are reflected through the text - The ability to analyse and evaluate their own work and the work of others - The ability to engage a target audience - The ability to convey 	<ul style="list-style-type: none"> - The ability to recognise and understand the roles and responsibilities of performer, designer and director - The ability to recognise how and where social, historical and cultural contexts are reflected through the text - The ability to recognise 	-

St Mary's CE High School Curriculum Map 2022-23



Subject: Drama
Year: 11

	<p>techniques</p> <ul style="list-style-type: none"> - The ability to speak with clarity & confidence - The ability to participate confidently in discussions and collaborative group work - The ability to cooperate, compromise and resolve conflict fairly and swiftly - The ability to be clear in the intention and desired impact on an audience 	<p>how and where social, historical and cultural contexts are reflected through design and acting choices</p> <ul style="list-style-type: none"> - The ability to analyse and evaluate the work of others - The ability to understand how performance texts can be interpreted and performed. - The ability to structure exam responses 	<p>meaning through vocal and physical skills</p> <ul style="list-style-type: none"> - The ability to utilise a range of performance skills in order to achieve a desired outcome - The ability to speak with clarity & confidence - The ability to cooperate, compromise and resolve conflict fairly and swiftly - The ability to be clear in the intention and desired impact on an audience 	<p>meaning through vocal and physical skills</p> <ul style="list-style-type: none"> - The ability to utilise a range of performance skills in order to achieve a desired outcome - The ability to speak with clarity & confidence - The ability to cooperate, compromise and resolve conflict fairly and swiftly - The ability to be clear in the intention and desired impact on an audience - The ability to recognise and understand the roles and responsibilities of performer, designer and director - The ability to recognise how and where social, historical and cultural contexts impact on practitioner choices - The ability to analyse and evaluate their own work and the work of others - The ability to understand how performance texts can be interpreted and performed. - The ability to understand how practitioner theory impacts on performance choices 	<p>how and where social, historical and cultural contexts are reflected through design and acting choices</p> <ul style="list-style-type: none"> - The ability to analyse and evaluate the work of others - The ability to understand how performance texts can be interpreted and performed - The ability to structure exam responses 	
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St Mary's CE High School Curriculum Map 2022-23



Subject: Drama
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<p>Key Questions</p>	<ul style="list-style-type: none"> • How can I ensure I share my thoughts and ideas succinctly? • How do I embed the context of the original play into my practical and written ideas? • How can I use my drama vocabulary to share my thoughts and ideas clearly 	<ul style="list-style-type: none"> • What are the most important factors when performing to an audience? • How can we use our vocal and physical skills in order to portray to different characters? • How do I learn lines? 	<ul style="list-style-type: none"> • How can I ensure I fulfil my potential in the exams? • What revision techniques can I employ successfully? • How can I ensure I complete the exam in the time allocated?
<p>Assessment</p>	<p>Component 1: Performance Exam (40%): October/November Component 2: Performance Exam (20%): January-March Component 3: Written Exam (40%): May-July</p>		
<p>Extended Learning /Extension Activities</p>	<ul style="list-style-type: none"> • Reading and Research • Performance intention • Component 3 Section A Exam questions – Director, actor and designer • Rehearsal • Line Learning • Watching pre-recorded/Live productions • Review notes and review writing • Rehearsal notes • Live Theatre Review responses • Revision 		