
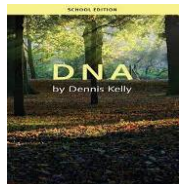




St Mary's CE High School Curriculum Map 23-24

Year 11 Drama



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 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	Component 1: Devising 	Component 3 Set Text DNA Re-Cap/Live Theatre Review 	Component 2: Scripted Performance <p>JOE (quiet, sweet) How many times have I told you? (strokes SALLY's cheek) <u>Never</u> boil my broccoli.</p>	Component 2: Scripted Performance Exam/Component 3 Revision <p>JOE (quiet, sweet) <u>How</u> many times have I told you? (strokes SALLY's cheek) <u>Never</u> boil my broccoli.</p>	Component 3 Revision 	Component 3 Exam 
<i>Declarative Knowledge – 'Know What'</i>	<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 	<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 	<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 	<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 	<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 	

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	<p>how to link practitioner theory, style and 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>	<ul style="list-style-type: none"> • 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:</p>	<p>in performance, using a variety of performance conventions</p> <p>Cross Curricular Links: PSHCE,</p>	<p>performance conventions</p> <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 outcome • Know and understand how to analyse theatre performances for academic study • Know how to structure exam responses • <p>Cross Curricular Links: PSHCE,</p>	<ul style="list-style-type: none"> • 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 	
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		PSHCE, Art & Design, Design & Technology, English (?)				
Skills <i>Procedural Knowledge</i> – ‘Know How’	<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 techniques - 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 	<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 how and where social, historical and cultural contexts are reflected through design and acting choices - 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 	<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 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 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 	<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 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 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 	<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 how and where social, historical and cultural contexts are reflected through design and acting choices - 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 	<ul style="list-style-type: none"> -

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Year 11 Drama



				<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 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 		
Key Questions	<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 	<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? 			

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	<p>original play into my practical and written ideas?</p> <ul style="list-style-type: none"> • How can I use my drama vocabulary to share my thoughts and ideas clearly 		
Assessment	<p>Component 1: Performance Exam (40%): October/November Component 2: Performance Exam (20%): January-March Component 3: Written Exam (40%): May-July</p>		
Extended Learning /Extension Activities	<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 		