**Y11 – Drama**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Big Ideas | Continuation of Component 1 from the end of Year 10: practical performances and coursework to be completed by Christmas | Continuation of Component 1 from the end of Year 10: practical performances and coursework to be completed by Christmas | Scripted rehearsals begin and examiner is scheduled to visit towards the second half of this term (date varies each year depending on the examiner) | Comp 2 examiner is scheduled to visit towards the second half of this term.  Final revision for Comp 3 written exam. | | Component 3 written exam on play text and live theatre evaluation. |  |
| Topics | The stimuli for Comp 1 include music and song lyrics, images of artwork, quotes from famous literature and public figures.  Students have studied a wide range of styles and genres of Drama in Year 10 to choose from, including naturalism, physical theatre etc. | The stimuli for Comp 1 include music and song lyrics, images of artwork, quotes from famous literature and public figures.  Students have studied a wide range of styles and genres of Drama in Year 10 to choose from, including naturalism, physical etc. | Topics included in scripted texts for Component 2 include family drama and relationships, morality and questions of social justice, comedy and humour, mental health issues, crime and justice. | Topics included in scripted texts for Component 2 include family drama and relationships, morality and questions of social justice, comedy and humour, mental health issues, crime and justice. | | Component 3 takes place in mid-May. Topics cover all skills used during the GCSE course including voice, movement interaction, set design, costume design, lighting and sound design. |  |
| Skills | DEVELOPING AND REFINING PERFORMANCE SKILLS FOR ASSESSED WORK  Physical, vocal and interaction skills for Component 1 exam, as well as design skills if students have opted to be assessed for design rather than acting.  Analytical and evaluative skills used to write about the process of devising for the coursework. | | LEARNING LINES AND USING SCRIPTS, AS WELL AS EXPLORING PERFORMANCE SKILLS  - Refining performance skills for Component 2, as well as design skills if students have opted to be assessed for design rather than acting.  Analytical and evaluative skills used to practice exam questions for Comp 3. | | |  | |
| What does successful work look like? | A successful learner in Drama will demonstrate:  Confidence in a group setting and in working with others.  Ability to use vocal skills in performance: pitch, pace, tone, emphasis.  Ability to use physical skills in performance: facial expressions, body language, eye contact, levels. All limited to monologue work/distanced work currently.  Ability to use analytical skills in order to assess their own performances and the performances of others, including writing reviews of live theatre.  Ability to write accurately and concisely about Drama performances seen, as well as about topics covered. | | | | | | |
| Assessment | Formative assessment every lesson, usually based on teacher feedback.  Range of learning & skill-based homework.  Component 1 practical performance before Xmas. | Practical and written work will be formally assessed by teacher and moderated within the department before a sample is sent to the exam board in March each year. | Practical Comp 2 and Written Comp 3 mocks marked by teacher establish levels of progress and set targets.  PPE for Component 3 ongoing. | Comp 2 exam takes place during this period each year – typically a visiting examiner from the board.  Preparation for Component 3 ongoing. | | Public Exams in May each year. |  |
| Linked learning | Direct continuation of the course from Year 10: students will have completed a mock of each component in Year 10 and will be completing their actual assessed components during Year 11.  Any Drama work that has taken place in Year 8 English lessons or Year 9 Drama lessons and in previous schools, as well as any extra-curricular work students have participated in. | | | | | | |
| SMSC Links | 253 - knowledge of, and respect for, different people’s faiths, feelings and values  - sense of enjoyment and fascination in learning about themselves, others and the world around them  - use of imagination and creativity in their learning  - willingness to reflect on their experiences  255 use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively  256 understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  - understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain  - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | | | | | | |
| Literacy | Drama specific terminology, vocabulary and key words to be learned and used in written work.  Script reading within small group or whole class setting to focus on literacy and reading skills.  Books marked by teacher to show focus on literacy, spelling and to encourage the use of key terminology. | | | Numeracy | Numeracy is built into individual lessons wherever appropriate, including the use of simple maths, timing performances, converting marks into grades etc. | | |
| Enrichment | One live theatre trip will be compulsory as part of the GCSE course in Drama as it forms part of the Live Theatre review in the Component 3 written exam. In addition to this, students will be offered the opportunity to go on several theatre trips throughout the year, in order to develop their experience in Drama and encourage them to look at new styles of theatre.  School musical and other plays, as well as a lunchtime Drama club.  Opportunities to perform or help with showcases, performances after school and for awards evenings and assemblies. | | | | | | |
| Impact | Students are intended to be able to gain in confidence, interpersonal skills, design skills, presentation skills to use in other subjects, as well as developing their enjoyment of performing arts. | | | | | | |

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| Ways to support student learning in this subject |
| Seeing live theatre, in any form, is always a fantastic help to Drama students; if you are able to take your child to see live shows, amateur dramatic shows at local venues, performances at school such as the school musical, larger West End shows etc. will all help students to develop their own skills in Drama and to inspire their own work. As an alternative, subscriptions to online theatre performances, such as Digital Theatre, or some live content on Disney+ might be beneficial in the meantime.  Reading widely is helpful in giving students ideas to help to structure their own work in Drama: any books, newspapers, scripts etc. which might be interesting and spark ideas for performance would be useful.  Encouraging your child to take part in extra-curricular opportunities such as the school play or musical, any local Drama groups or clubs would be helpful to their development in this subject.  Encouraging and/or helping students to complete any Drama homework set, in order to make sure they are up to date with their work, will help students to make good progress in this subject.  Drama revision booklets are available to purchase for Eduqas GCSE Drama. Please contact LMJ for any guidance or help needed getting the correct revision booklets as she can advise on which to purchase. |