


<p><b>Year: 11</b> <b>Subject: Drama</b></p>	<p><b>Curriculum Intent:</b> Students will understand how to apply contextual knowledge to a performance, as a performer, director and designer. They will know a range of key moments from their chosen set text, applying suitable stylistic conventions and characterisation techniques in order to communicate meaning. Students will understand how to rehearse and develop performance of text-based drama utilising appropriate conventions for the communication of meaning for an audience. They will know how to describe, analyse, and evaluate live theatre, using subject specific terminology, considering their personal response and the effectiveness of a production as a whole. They will revisit key elements of the set text and have opportunities to apply developed knowledge to exam questions.</p>				
	<p style="text-align: center;"><b>Term 1</b> <i>Revision for PPE and launch Component 3</i></p>		<p style="text-align: center;"><b>Term 2</b> <i>Component 3 practical exam</i></p>	<p style="text-align: center;"><b>Term 3 first half term only</b> <i>Revision for written exam</i></p>	
<p><b>Sequence of delivery</b></p>	<p>Reteach and retest key concepts from the set text, Blood Brothers:</p> <ul style="list-style-type: none"> <li>○ Social, historical, cultural context</li> <li>○ Genre, style</li> <li>○ Section A and B question types</li> <li>○ Staging forms</li> <li>○ Design skills</li> <li>○ Key moments</li> <li>○ Perspectives of actor, director, designer</li> <li>○ Continual exam question practice</li> </ul>	<p>Reteach and retest Section C – live play review:</p> <ul style="list-style-type: none"> <li>○ Production Aims, Genre Style</li> <li>○ Essay structure</li> <li>○ Practising introductions</li> <li>○ Personal response</li> </ul> <p>Teacher to select groups and scripts for Component 3, scripted practical exam:</p> <ul style="list-style-type: none"> <li>○ Whole play plot</li> <li>○ Major demands</li> <li>○ Creation of set</li> <li>○ Characterisation</li> </ul>	<p>Component 3 rehearsal for externally assessed practical exam – 2 extracts from 1 play for performance:</p> <ul style="list-style-type: none"> <li>○ Artistic intention</li> <li>○ Audience response</li> <li>○ Use of space</li> <li>○ Creation of mood and atmosphere</li> <li>○ Characterisation</li> <li>○ Rapport with other performers, where applicable</li> <li>○ Vocal and physical skills</li> <li>○ How character is developed</li> </ul> <p>Feedback and response to PPE:</p> <ul style="list-style-type: none"> <li>○ Addressing misconceptions</li> <li>○ Re-writing questions with fewer than half</li> </ul>	<p>Component 3 rehearsal for externally assessed practical exam continue:</p> <ul style="list-style-type: none"> <li>○ Costume</li> <li>○ Lighting and sound choices</li> <li>○ Dress rehearsal</li> <li>○ Responding to dress rehearsal feedback</li> <li>○ Continued line learning</li> <li>○ Using set and props regularly</li> <li>○ Examination</li> </ul>	<p>Final preparations for written examination:</p> <ul style="list-style-type: none"> <li>○ Respond to students’ needs following PPE</li> <li>○ Reteaching and retesting usually weaker areas: designer roles, embedding key vocabulary</li> <li>○ Complete Section A and Section B in two lessons</li> <li>○ Respond again to students needs after reteach, retest cycle</li> </ul>

			marks in Section A and B o Responding to students' needs through analysis of question papers			
<b>Key knowledge / Retrieval topics</b>	<p>Liverpool in the 1960s-1980s Musical theatre / tragedy Non-naturalistic and naturalistic conventions combined End on Proscenium arch Apron Traverse Thrust In the Round Promenade</p> <p>Lighting design: Fresnel Profile Moving light Flood light Gobo Gel</p> <p>Set design: Composite set Rostra Flats Trucking Flying</p>	<p>Students will watch different live theatre every year so play specific key knowledge will change every year. General knowledge for Section C:</p> <p>Production Aims Genre Style</p> <p>Section C essay structure: WWW, PAGES, Moment 1 DAE, Moment 2 DAE, Moment 3 DAE</p> <p>Teachers will select scripts and groups as appropriate to the students; therefore, these will change every year.</p> <p>General knowledge for Component 3: Major demands of the extract and play</p>	<p>Teachers will select scripts and groups as appropriate to the students; therefore, these will change every year.</p> <p>General knowledge for Component 3:</p> <p>Effective characterisation applying appropriate vocal and physical skills Line learning Working with set Artistic intention Audience response</p>	<p>Teachers will select scripts and groups as appropriate to the students; therefore, these will change every year.</p> <p>General knowledge for Component 3:</p> <p>Developed rapport with group members, where appropriate Working with props, costume, set Crafting vocal and physical skills</p>	Key knowledge as Autumn term 1, but will be made relevant to the needs of the students following the 'learners should know and understand' detail in the mark scheme.	

	<p>Costume design:  Garments  Colour  Texture / fabric  Cut / shape / fit</p> <p>Sound design:  Diegetic  Non-diegetic  Motivated  Abstract  Speakers  Live  Recorded</p>	<p>Characterisation –  vocal and physical  skills  Line learning  Creation of set  Audience response  Artistic intention</p>				
<b>Assessment</b>	<p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4: Analyse and evaluate their own work and the work of others</p>	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4: Analyse and evaluate their own</p>	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance</p>	<p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4: Analyse and evaluate their own work and the work of others</p>	

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