

## Year 11 Subject Curriculum Overview per Term

Subject: Drama		Subject Leader: Daniel Rodgers	Year Group: 12	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Devising Preparation	<p><b>End point:</b> to have a good understanding of a range of performance practitioners</p> <ul style="list-style-type: none"> <li>Students will engage in week long studies of a variety of theatre practitioners including Brecht, Stanislavski, Kneehigh, Berkoff and Artaud</li> <li>They will take part in practical learning workshops to explore the style</li> <li>They will be encouraged to reflect and review the practice of each dramatist and consider the effectiveness of each approach</li> <li>Students will be expected to research the development of each practitioners</li> </ul> <p><b>Knowledge Checkpoints:-</b></p> <ul style="list-style-type: none"> <li>Understand the key elements of each practitioner</li> <li>Understand where the practitioners fit into the drama timeline</li> <li>Understand how impact on audiences is created</li> </ul>		<p>Epic Theatre</p> <p>Theatre of Cruelty</p> <p>Breaking the Fourth Wall</p> <p>Magic If</p> <p>Emotional Memory</p> <p>Kvetch</p>	Essays on the key practitioners.
Theatre Workshop	<p><b>End point:</b> to create a 10 – 20-minute re-interpretation of a set text</p> <ul style="list-style-type: none"> <li>Students will engage with and research the stimulus text</li> <li>Students will explore ideas and their creativity together with guidance from the teacher as facilitator</li> <li>Students will be encouraged to take risks and learn to accept and reject material, discerning what is effective for an audience</li> <li>Students will research influences from both the practitioner and social, cultural, political and historical points of view</li> </ul> <p><b>Knowledge checkpoints:-</b></p> <ul style="list-style-type: none"> <li>The key practice elements of their chosen practitioner</li> <li>How to create an impact on the audience</li> <li>How to make research effective and impactful</li> </ul>		<p>Stage Configurations</p> <p>Pitch</p> <p>Pace</p> <p>Pause</p> <p>Tone</p> <p>Volume</p> <p>Proxemics</p> <p>Body Language</p> <p>Intensity</p> <p>Mood</p> <p>Atmosphere</p> <p>Style</p> <p>Proxemics</p> <p>Levels</p> <p>Fabric</p> <p>Condition</p>	<p>Dress rehearsal</p> <p>Final Performance</p>

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Subject: Drama		Subject Leader: Daniel Rodgers	Year Group: 12	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Analysis and evaluation of devising	<p><b>End point:</b> to create a 1200 and 1500 word portfolio exploring the practical develop of their work and analysing and evaluating their process.</p> <ul style="list-style-type: none"> <li>• Apply research - organise and research topics, present findings</li> <li>• Select key aspects of their research to be put into their original piece</li> <li>• Deconstruct the dramatic elements that make up a performance text</li> <li>• Explore how meaning in performance texts can be informed by social, historical and cultural contexts</li> <li>• Isolate specific themes and ideas</li> <li>• Connect their own experiences of live theatre to their own practice</li> <li>• Select an appropriate style and genre, connected to the chosen practitioner</li> <li>• Understand the impact they want to have on an audience</li> <li>• Shape the drama giving considerations to pace, tempo, order of scenes, finished scripts, desired impact on audience, alternative theatre spaces.</li> </ul> <p><b>Knowledge checkpoints:-</b></p> <ul style="list-style-type: none"> <li>• Style, structure, language and stage directions</li> <li>• Character construction and interpretation</li> <li>• Use of performance space and spatial relationships on stage</li> <li>• Relationships between performers and audience</li> <li>• Use of design elements.</li> </ul>		Stage Configurations Pitch Pace Pause Tone Volume Proxemics Body Language Intensity Mood Atmosphere Style Proxemics Levels Fabric Condition	1200-1500 words supporting evidence document

## Year 11 Subject Curriculum Overview per Term

Subject: Drama		Subject Leader: Daniel Rodgers	Year Group: 12	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<b>Texts in Performance – Cat on a Hot Tin Roof</b>	<p><b>END POINT:-</b></p> <ul style="list-style-type: none"> <li>Form critical judgements about the practice of theatre makers based on their understanding of drama and theatre</li> <li>Respond to texts imaginatively conveying ideas clearly and coherently</li> <li>Practical exploration of the play through the use of voice, movement, staging and characterisation</li> <li>Practical exploration of the ways in which the ideas of key theatre makers are realised in performance</li> <li>Consistent use of appropriate subject-specific terminology</li> <li>Analysis the ways in which different performance and production elements are brought together to create theatre.</li> </ul> <p><b>Knowledge checkpoints:-</b></p> <ul style="list-style-type: none"> <li>Understanding how performers and designers use dramatic elements to communicate meaning and ideas to an audience</li> <li>Knowledge of production values</li> <li>How language, genre, form and characterisation are explored in performance</li> <li>How elements such as theatrical space, set, staging, lighting, sound, multimedia, masks, costume, puppets and props are used in performance to communicate meaning to an audience</li> <li>Know and understand appropriate subject-specific terminology.</li> </ul>		Love Betrayal Mendacity Body Language Pitch Pace Pause Tone Volume Gait	Practice essays

## Year 11 Subject Curriculum Overview per Term

### How parents can support learning in the subject this academic year

Immerse children in as much live theatre as possible.  
Support in learning lines for the performance exam and giving opportunities for “dress rehearsals”  
Engaging with news and current affairs is a must for making links between the practitioners and their work in a contemporary world.  
Test regularly on key dramatic vocabulary.

### Recommended Reading

Advice from the Players – Laura Barnett  
Year of the King – Antony Sher  
The Empty Space – Peter Brook  
Other People’s Shoes – Harriet Walter  
Finding Your Voice – Barbara Houseman  
[https://resource.download.wjec.co.uk/vtc/2019-20/WJEC19-20\\_1-16/pdf/cat-on-a-hot-tin-roof.pdf](https://resource.download.wjec.co.uk/vtc/2019-20/WJEC19-20_1-16/pdf/cat-on-a-hot-tin-roof.pdf) - Eduqas Resource  
Maurice Benn, The Drama of Revolt  
Devising Theatre, A Practical Handbook – Alison Oddey  
Frantic Assembly’s Guide to Devising – Scott Graham

### Points to note

Strong attendance is absolutely essential to progress in Drama due to the nature of the course.  
Students will perform in front of a visiting examiner.  
Students have options beside performance including set, lighting, costume and sound design.