



Curriculum Plan *Drama*



Year 11	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Devising, Theatre Text and Theatre Live DEVISING THEATRE TEXT THEATRE LIVE				Enrichment: What is offered through the year to support learning in the classroom? Theatre Trips		Review and evaluation: Give date for review of curriculum T6 2024
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	An Inspector Calls – The written Exam. Complete the EHD teaching the set text pack	Feedback provided for portfolio for final draft.	Understand the requirements of the written paper eg. Timings, structure, wording of questions.	- Modelling strong answers and showing past exam papers. - Evaluating success of answers using exam criteria - Discussing exam questions and exploring those practically before writing up for homework Providing students with subject terminology word bank to use in each exam question.	Pupils often underestimate the amount of specialist terminology required in each answer. Pupils often underestimate how many words are required for each answer. Pupils don't understand the different requirements between an English answer, and a Drama answer for the AIC question. Eg. Drama answers must make explicit references to the stage.	- Pitch - Tone - Volume - Pause - Accent - Pace/Tempo - Gesture - Posture - Gait - Facial Expression - Body Language - Movement - Proxemics	Prior learning: Initial study of the chosen play completed in Yr10. Future learning: Students will revisit the play in preparation for the written exam in Unit 3.
Term 2	An Inspector Calls – The written Exam. Looking at the design elements using the Steven Daldry as a stimulus. Begin component 2 Acting Exam.	Exam-style questions set for HW throughout the term (4).	Understand the requirements of the written paper eg. Timings, structure, wording of questions.	- Modelling strong answers and showing past exam papers. - Evaluating success of answers using exam criteria - Discussing exam questions and exploring those practically before writing up for homework Providing students with subject terminology word bank to use in each exam question.	Pupils often underestimate the amount of specialist terminology required in each answer. Pupils often underestimate how many words are required for each answer. Pupils don't understand the different requirements between an English answer, and a Drama answer for the AIC question. Eg. Drama answers must make explicit references to the stage.	- Costume - Set - Staging - Thrust - Lighting - Edwardian - Capitalism - Socialism - Context	Prior learning: Previous experience creating practical work from a script as well as performing the devised piece of drama have prepared the students for this practical exam. Future learning: Experience as an actor will enhance the answers given to the 'as a performer' questions in Component 3 (the written exam)



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Term 3	Component 2 – Acting Exam Pupils to complete character sheet for the examiner.	External examiner to assess acting exam at the end of term 3. Mock Exam – feedback provided on written paper.	- Understanding the requirements of the practical acting exam. Eg. Timings and assessment criteria. - Understanding how best to learn lines. Understanding how to rehearse independently.	- Providing students and parents with top tips on how to learn lines. - Teacher to act as facilitator – modelling and providing verbal feedback. Opportunities to rehearse after school.	Pupils often think that learning the lines is enough for this part of the exam – they need to understand their script and their character in detail.	- Vocal projection - Blocking - Focus - Physical Control - Staying in character - Improvisation - Use of pause and stillness - Monologue - Macro/micro space	Prior learning: Previous experience creating practical work from a script as well as performing the devised piece of drama have prepared the students for this practical exam. Future learning: Experience as an actor will enhance the answers given to the ‘as a performer’ questions in Component 3 (the written exam)
Term 4	Component 3 – Live Theatre Evaluation Students to attend live theatre trip.	Exam-style homework set throughout the term.	Understanding possible live theatre review questions that might be asked of them. Understanding how to structure a live theatre review question.	Modelling answers, creating answers with a partner or as a class. Timed essays in class using word banks provided.	Pupils often underestimate how quickly they need to be able to write for this part of the exam. Answers often lack drama terminology and detailed examples.	- Gobo - Spotlight - Parcan Lights - Intensity - Colour - Direction - Theatre in the round	Prior learning: The chosen play has been studied during previous terms to ensure secure knowledge of the plot and key characters as well as developed understanding of the creative choices available to theatre makers. Future learning: Further education opportunities to study drama and theatre.
Term 5	Preparation for GSCE Exam – An Inspector Calls & Live Review.	Exam – 09/05/24	Understand the requirements of the written paper eg. Timings, structure, wording of questions.	Modelling answers, creating answers with a partner or as a class. Timed essays in class using word banks provided.	Pupils often underestimate how quickly they need to be able to write for this part of the exam. Answers often lack drama terminology and detailed examples.	- Gobo - Spotlight - Parcan Lights - Intensity - Colour - Direction - Theatre in the round - Costume - Set - Staging - Thrust - Lighting	Prior learning: The chosen play has been studied during previous terms to ensure secure knowledge of the plot and key characters as well as developed understanding of the creative choices available to theatre makers. Future learning: Further education opportunities to study drama and theatre.



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						• Edwardian • Capitalism/Socialism • Context • Pitch • Tone • Volume • Pause • Accent • Pace/Tempo • Gesture • Posture • Gait • Facial Expression • Body Language • Movement • Proxemics	
Term 6							