

Year 11 Drama	<b>Subject Intent</b>	We aim to support students during their transition into confident, creative, independent young people, equipped with the transferable skills they need to support them throughout their lives. Lessons are taught through a variety of mediums such as performance, movement, technology and writing, with plenty of time to reflect on themselves, as individuals, and the work they produce. Lessons are supplemented with a varied selection of extra-curricular activities such as the chance to be involved in the production or to watch a play in the theatre.
	<b>KS3 Subject Narrative</b>	The three main areas of assessment in Drama are creating, performing and evaluating. Each topic allows students the time to develop key knowledge and skills to develop these three areas. Students learn a variety of different Drama skills to enable them to produce engaging performances that explore the world around them.
	<b>KS4 Subject Narrative</b>	The knowledge of creating, performing and evaluating gained at KS3 is explored in further depth at KS4. As the course progresses students become independent, resilient performers who are able to self-evaluate and produce polished performances. We study a wide variety of performance material to ensure students have a strong knowledge base to be able to make contextual, justifiable creative choices.
	<b>Routine Assessment Strategies</b>	When completing their non-examined assessment components, students will use a lot of peer and self-assessment strategies to improve the standard of their practical and written work. There will be a Strength, Action, Response task for each half term that will focus on implementation of knowledge/skills.

Year 11 Drama	<b>WHY THIS, WHY NOW?</b>	Autumn Term Component 1- Devising Drama Component 3- Presenting and performing texts	Spring Term Component 3- P&P continued Component 4- Drama: Performance and Response	Summer Term Component 4- Drama: Performance and Response continued
	<b>Enquiry questions</b>	<ul style="list-style-type: none"> <li>How do you edit performance material in rehearsal?</li> <li>How do you interpret a playwright's original intentions?</li> </ul>	<ul style="list-style-type: none"> <li>How do I develop a realistic character?</li> <li>How do I choose a performance space?</li> <li>What is the impact of social, historical and cultural context on a play text?</li> </ul>	<ul style="list-style-type: none"> <li>How do explore and write about a set text?</li> <li>How do I evaluate the strengths and weaknesses of a live performance?</li> </ul>
	<b>Key Subject Knowledge</b>	<ul style="list-style-type: none"> <li>How to devise from a stimulus</li> <li>How to convey the intended meaning</li> <li>How to research using a stimulus</li> <li>How to perform to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Using different performance spaces</li> <li>Characterisation techniques</li> <li>Performance styles, genres and structures</li> <li>Plot of Blood Brothers by Willy Russell</li> </ul>	<ul style="list-style-type: none"> <li>Exploring characters' identities.</li> <li>Directing, acting and designing roles</li> <li>Impact of costume, lighting, sound, set, props and special effects.</li> </ul>
	<b>Subject Competencies</b>	<ul style="list-style-type: none"> <li>Able to use a stimulus to devise a performance.</li> <li>Adapt and edit practical work.</li> <li>Researching a performance text.</li> </ul>	<ul style="list-style-type: none"> <li>Leaning lines and rehearsing for a performance.</li> <li>Interpreting a text and performing it.</li> <li>Exploring a performance text to develop an understanding of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Writing about practical exploration.</li> <li>Explaining meaning conveyed to the audience.</li> <li>Analysing and evaluating a live performance.</li> </ul>
	<b>Summative Assessments (high stakes assessments which test cumulative knowledge)</b>	<ul style="list-style-type: none"> <li>Non-examined assessment of performance for Component 1 will be performed and recorded.</li> <li>20-page portfolio of the planning process will be submitted to support production of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Non-examined assessment for Component 2 consists of a 2-page proforma and 2 extracts from a play performed to a live examiner. These are a group performance and a monologue.</li> </ul>	<ul style="list-style-type: none"> <li>Written exam for GCSE Drama taken during the exam period in the exam hall. This is a 1.5-hour exam totalling 80 marks.</li> </ul>
	<b>How does this pave the way for future study?</b>	<ul style="list-style-type: none"> <li>In Key Stage 5 students develop their understanding and ability to devise further.</li> </ul>	<ul style="list-style-type: none"> <li>In Key Stage 5 students perform a variety of different characters, both from published plays and devised performances.</li> </ul>	<ul style="list-style-type: none"> <li>At Key Stage 5, students are required to be able to analyse and evaluate both performance texts and live performances that they have seen.</li> </ul>