

Our Lady Queen of Peace

Catholic High School

Curriculum Overview

Y11 Drama

Careers

Local Market Information	Skills	Jobs
Creative and digital sector Community engagement organisations Education	Creativity Resilience Confidence Communication Risk taking Problem solving Teamwork Leadership Critical thinking Time management Analytical skills	Performer Theatre designer Technician Director Producer Scriptwriter Drama facilitator Drama therapist Teacher

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Half Term 1	Component 2 – Devising Log	<ul style="list-style-type: none"> Refining and finalising coursework in preparation for hand in date in September. Reviewing the process of devising and evaluating the success of the final performance. 	Recall key vocabulary and knowledge including: Physical and vocal skills Character intentions Key moments from play. Section A multiple choice knowledge.	Vocal skills Physical skills Development Refinement Problem Solving Director Designer Review Theatre design Context	Students will visit Liverpool Empire Theatre to watch 'The Curious Incident of the Dog in the Night time' in preparation for Section C of Component 1. Students will additionally watch the professional
	Component 3 Introduction and Mock – Texts in Practice	<ul style="list-style-type: none"> Developing and interpreting a professionally published script into a performance. Rehearsal techniques to develop characters and learn lines of dialogue. Identifying and explaining the individual 			

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		intentions for the scripted performance.		Evaluate Analyse Discuss	recorded production of Billy Elliot. Opportunities to attend KS4 Drama club/school production rehearsals
	Component 1- Live Theatre Review	<ul style="list-style-type: none"> Live Theatre visit and exploration. Live theatre review practice using online and live theatre. 			
Half Term 2	Component 1 - Written Exam Development	<ul style="list-style-type: none"> Recapping core knowledge and terminology of Recapping knowledge around performance skills, roles and responsibilities, theatre design and Blood Brothers related information. Recapping Key moments from Blood Brothers and exploring production elements. GCSE style questions and structures. Developing and refining analytical writing skills using WHAT, HOW, WHY approach. Live theatre review practice using online and live theatre 	<p>Recall key vocabulary and knowledge linked to Blood Brothers and GCSE structures including characters, context, time period, writing structures.</p> <p>Section A multiple choice questions used as recall.</p>	<p>Status Characterisation Stage positioning Roles and responsibilities Director, Designer Review Theatre design Context, Social Class Status, Spatial awareness Spatial, Vocal, Physical Skills</p>	<p>Developing understanding of the Students learn about various careers in the drama industry.</p> <p>Developing understanding of the context of Liverpool (surrounding area) in 1960s.</p> <p>Opportunities to attend KS4 Drama club/ school production rehearsals.</p>
Half Term 3	Component 3 - Texts in Practice	<ul style="list-style-type: none"> Developing and interpreting a professionally published script into a performance. Rehearsal techniques to develop characters and learn lines of dialogue. Identifying and explaining the individual intentions for the scripted performance. 	<p>Recall key vocabulary and knowledge including: Section A multiple choice knowledge Character information Key moments from the play Vocal and physical skills Design techniques</p>	<p>Analyse Evaluate Symbolising Design Performance Skills Characterisation Intentions Development Refinement</p>	<p>Students will study a live and professional piece of theatre (Billy Elliot)</p> <p>Opportunities to attend KS4 Drama club/ school production rehearsals.</p> <p>Students explore the role of performers or designers when staging two performance extracts.</p>
	Component 1 - Section A, B C	<ul style="list-style-type: none"> Responding to feedback from mock exam and improving the quality of writing in Section A, B and C of the written exam. Developing understanding of the live theatre review through practise questions and exam structures. 			
Half	Component 3 -	<ul style="list-style-type: none"> Rehearsal and refinement of scripted 	Recall key knowledge in	Physical Skills	Students will study and

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Term 4	Texts in Practice	extracts in preparation for performance exam. <ul style="list-style-type: none"> Performing Texts in Practice extracts to a visiting examiner. 	preparation for the exam: Information from Blood Brothers – playwright, dates, contexts. Practising writing techniques and approaches Multiple choice questions.	Vocal Skills Spatial Skills Communication Symbolisation Audience Intention Characterisation Social Class, Context Structure, Discuss Explain, Analyse, Evaluate	live and professional piece of theatre. (Billy Elliot) Students explore the role of performers or designers when staging two performance extracts.
	Component 1 – Section A, B and C	<ul style="list-style-type: none"> Developing and refining writing techniques in drama towards the Component 1 exam. Developing analytical and evaluative skills towards the theatre review. 			
Half Term 5	Component 1 Revision and Exam Preparation	<ul style="list-style-type: none"> Revising key terminology and knowledge. Practise questions and feedback. Refinement of writing skills and writing structures 	Recall key knowledge in preparation for the exam: Terminology games Revision tasks Multiple choice questions	Physical Skills Vocal Skills Spatial Skills Structure Discuss Explain Analyse Evaluate	Students are exposed to live and professional theatre as they study and prepare for their exam.

Key Assessments			
When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
End of HT1	<ul style="list-style-type: none"> The completed version of Component 2 devising log. Mock performance of extract 1 performance – Component 3 	<ul style="list-style-type: none"> This contributes towards 30% of the overall GCSE grade. To identify what grade students are working at. To enable students to receive feedback for their performances. 	<ul style="list-style-type: none"> Whole class and individual pupil feedback during lesson. Feedback will involve improvement and development tasks. Tests marked and scores recorded via progress trackers and on sims.
End of HT2	<ul style="list-style-type: none"> Mock exam – Component 1 Section A, B and C 	<ul style="list-style-type: none"> To identify gaps in knowledge in preparation for exams in May. 	<ul style="list-style-type: none"> Whole class and individual pupil feedback during lesson.

			<ul style="list-style-type: none"> Feedback will involve improvement and development tasks. Tests marked and scores recorded via progress trackers and on sims.
End of HT3	<ul style="list-style-type: none"> Mock performance of Component 3 – Extract 1 and 2 performances. 	To identify a working at grade and opportunity to provide feedback to refine and develop practical work in preparation for exam in half term 4.	<ul style="list-style-type: none"> Individual group and pupil feedback provided.
End of HT4	<ul style="list-style-type: none"> Mock exam – Component 1 Section A, B and C Formal performance examination with visiting examiner. 	<ul style="list-style-type: none"> To identify gaps in knowledge in preparation for exams in May. This is a requirement of the GCSE course and contributes towards 20% of the overall GCSE 	<ul style="list-style-type: none"> Whole class and individual pupil feedback during lesson. Feedback will involve improvement and development tasks. Tests marked and scores recorded via progress trackers and on sims.
End of HT5	<ul style="list-style-type: none"> GCSE Drama written exam 	<ul style="list-style-type: none"> This contributes towards 40% of overall GCSE grade. 	