

Curriculum Unit Overview

Year 11 Autumn A Component One				
What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>To be able to develop practical work through the use of a given stimulus and to make an informed choice for the style of the piece, with consideration of the examination criteria.</p> <p>To be able to reflect back on work carried out in the mock exam to make improvements this time round, inclusive of both practical and written elements.</p>	<p>Knowledge: This 40% of the overall grade is made up of:            Performance= 15 marks            Portfolio= 30 marks            Evaluation= 15 marks            Students will develop their knowledge of creating exciting theatre, with reference to the exam criteria.</p> <p>Understanding: This will be demonstrated through students' creation of their devised piece, inclusive of their use of chosen style, the creation of their written portfolio and evaluation.</p> <p>Skills: To be able to devise and perform in a chosen style/practitioner with</p>	<p>Students are committed to the creation of this performance, attending extra-curricular rehearsals. This leads to clarity and detail within their written portfolio, demonstrating an excellent knowledge of their chosen style/practitioner and references independent research. High quality notes are prepared for the undertaking of the evaluation in controlled conditions.</p>	<p>This examination is an opportunity for students to now showcase the skills they have been developing throughout KS3 and 4 so far, in particular their use of style and the work of practitioners. The mock Component One exam earlier in the year acted as preparation for this.</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• BBC Bitesize- Styles, genres and practitioners</li> <li>• <a href="http://WWW.Franticassembly.co.uk">WWW.Franticassembly.co.uk</a></li> <li>• Youtube- performances in chosen styles, e.g. Woyzeck, Splendid Theatre Company (Brecht style)</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>• The IT, Vivienne Franzmann</li> <li>• The Frantic Assembly Book of Devising Theatre, Scott Grahama and Steven Hoggett</li> <li>• An Actor Prepares, Constantin Stanislavski</li> <li>• Brecht On Theatre</li> </ul> <p>Guides:</p>

	confidence. To be able to write a clear process report in the style of a portfolio as well as an evaluation of the final performance.			<ul style="list-style-type: none"> <li>• CGP GCSE Drama for the grade 9-1 course</li> <li>• WJEC/Eduqas GCSE Drama, Garry Nicholas</li> </ul>
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<b>Drama - Year 11 Autumn B- Component One/ Component Two</b>
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What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<ul style="list-style-type: none"> <li>• To be able to develop good quality written work for Component One.</li> <li>• To be able to develop a performance from a script.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Students will increase their knowledge of the examination criteria for the written elements of the Component One exam.</li> <li>• They will also increase their knowledge on how to bring an existing script to life.</li> </ul> <p>Understanding:</p> <ul style="list-style-type: none"> <li>• Understanding will be demonstrated through final portfolio and evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are committed to making improvements to their written work, inclusive of attending extra-curricular theory lessons with their teacher. They will develop a good knowledge of the examination criteria and use this to develop their written work, which will show detail and a strong use of Drama terminology.</li> <li>• Within component two students will show complete dedication to the development of their script. Inclusive of extra-curricular rehearsals. All lines will be learnt early on in the process to provide time for development of</li> </ul>	<ul style="list-style-type: none"> <li>• The improvements to written work made at this time builds on the learning from the mock exam and provides an opportunity to reflect on current work and what can be done to attain further marks.</li> <li>• Students will employ their skills of working from a</li> </ul>	<p>Web:</p> <ul style="list-style-type: none"> <li>• BBC Bitesize- your chosen script</li> <li>• <a href="http://www.sparknotes.co.uk">www.sparknotes.co.uk</a></li> <li>• <a href="http://WWW.Franticassembly.co.uk">WWW.Franticassembly.co.uk</a></li> <li>• Youtube- performances of your chosen script</li> </ul> <p>Plays:</p> <ul style="list-style-type: none"> <li>• Your chosen script</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>• An Actor Prepares, Constantin Stanislavski</li> </ul> <p>Guides:</p>

	<ul style="list-style-type: none"> <li>• Understanding of developing a script for performance will be demonstrated through practical rehearsals and mock performances.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Students will develop the ability to use the assessment criteria to inform improvements on their written work for component one.</li> <li>• Students will develop the ability to make creative choices for their performance of a script, making links to performance elements and the examination criteria.</li> </ul>	<p>performance elements. They will act on feedback and will carry out research to develop their piece.</p>	<p>script, developed when they studied Component 3 in Year 10 Summer A. They will also use and improve performance skills which they have been developing throughout KS3 and the GCSE course.</p>	<ul style="list-style-type: none"> <li>• CGP GCSE Drama for the grade 9-1 course</li> <li>• WJEC/Eduqas GCSE Drama, Garry Nicholas</li> </ul>
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**Drama - Year 11 Spring A-  
Component Two/ Component Three**

<b>What are we learning?</b>	<b>Our Intention- What knowledge, understanding and skills will we gain?</b>	<b>Evaluation and Assessment Methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<ul style="list-style-type: none"> <li>To be able to develop a performance from a script.</li> <li>To further develop understanding for formulating written responses for the Component three exam.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Students will continue to increase their knowledge on how to bring an existing script to life.</li> <li>They will gain further knowledge of how to structure written responses for the written exam with reference to the exam criteria.</li> </ul> <p>Understanding:</p> <ul style="list-style-type: none"> <li>Understanding of developing a script for performance will be demonstrated through practical rehearsals and mock performances.</li> <li>Practice papers for component three.</li> </ul> <p>Skills:</p>	<ul style="list-style-type: none"> <li>Within component two students will show complete dedication to the development of their script. Inclusive of extra-curricular rehearsals. All lines will be learnt early on in the process to provide time for development of performance elements. They will act on feedback and will carry out research to develop their piece.</li> <li>Excellent result in their mock component three exam. Clear, detailed responses that demonstrate an outstanding knowledge of the text, it's characters and themes as well as the use of creative acting and design choices, employing the use of key terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Students will employ their skills of working from a script, developed when they studied Component 3 in Year 10 Summer A. They will also use and improve performance skills which they have been developing throughout KS3 and the GCSE course.</li> <li>Component three was first studied during Year 10 summer A. This provides further exploration of the text and</li> </ul>	<p>Web:</p> <ul style="list-style-type: none"> <li>BBC Bitesize- your chosen script</li> <li><a href="http://www.sparknotes.co.uk">www.sparknotes.co.uk</a></li> <li><a href="http://WWW.Franticassembly.co.uk">WWW.Franticassembly.co.uk</a></li> <li>Youtube- performances of your chosen script</li> </ul> <p>Plays:</p> <ul style="list-style-type: none"> <li>Your chosen script</li> <li>The IT, Vivienne Franzmann</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>An Actor Prepares, Constantin Stanislavski</li> </ul> <p>Guides:</p> <ul style="list-style-type: none"> <li>CGP GCSE Drama for the grade 9-1 course</li> <li>WJEC/Eduqas GCSE Drama, Garry Nicholas</li> </ul>

	<ul style="list-style-type: none"> <li>Students will develop the ability to make creative choices for their performance of a script, making links to performance elements and the examination criteria.</li> <li>To be able to write good quality examination answers.</li> </ul>		development on the structure of written responses.	
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Drama - Year 11 Spring B- Component Two/ Component Three				
What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<ul style="list-style-type: none"> <li>To be performance ready for the Component Two exam with a visiting examiner.</li> <li>To further develop understanding for formulating written responses for the Component three exam.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Students will further develop knowledge for what needs to take place in terms of final preparations for their performance.</li> <li>They will gain further knowledge of how to structure written responses for the written exam with reference to the exam criteria.</li> </ul>	<ul style="list-style-type: none"> <li>A polished performance demonstrating an excellent understanding of their performed script and their role. An excellent employment of performance skills that engages an audience from beginning to end. All aspects of performance link to band 5 of the criteria.</li> <li>Clear, detailed responses that demonstrate an outstanding knowledge of the text, it's characters and themes as well as the use of creative acting and</li> </ul>	<ul style="list-style-type: none"> <li>This final performance is a culmination of all previous performance exploration.</li> <li>Work on component three written responses builds on students prior learning of this unit.</li> </ul>	<p>Web:</p> <ul style="list-style-type: none"> <li>BBC Bitesize- your chosen script</li> <li><a href="http://www.sparknotes.co.uk">www.sparknotes.co.uk</a></li> <li><a href="http://WWW.Franticassembly.co.uk">WWW.Franticassembly.co.uk</a></li> <li>Youtube- performances of your chosen script</li> </ul> <p>Plays:</p> <ul style="list-style-type: none"> <li>Your chosen script</li> <li>The It, Vivienne Franzmann</li> </ul> <p>Books:</p>

	<p>Understanding:</p> <ul style="list-style-type: none"> <li>• Understanding of developing a script for performance will be demonstrated through their final examined performance.</li> <li>• Practice papers for component three.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Students will develop the ability to make final decisions for their performance of a script, to ensure they are exam ready for the day.</li> <li>• To be able to write good quality examination answers.</li> </ul>	design choices, employing the use of key terminology.		<ul style="list-style-type: none"> <li>• An Actor Prepares, Constantin Stanislavski</li> </ul> <p>Guides:</p> <ul style="list-style-type: none"> <li>• CGP GCSE Drama for the grade 9-1 course</li> <li>• WJEC/Eduqas GCSE Drama, Garry Nicholas</li> </ul>
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<b>Drama - Year 11 Summer A- Component Three</b>
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<b>What are we learning?</b>	<b>Our Intention- What knowledge, understanding and skills will we gain?</b>	<b>Evaluation and Assessment Methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
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<p>To further develop understanding for formulating written responses for the Component three exam.</p>	<p><b>Knowledge:</b> Students will continue to gain knowledge of how to structure written responses for the written exam with reference to the exam criteria.</p> <p><b>Understanding:</b> Understanding will be demonstrated through answers from practice papers for component three.</p> <p><b>Skills:</b> To be able to write good quality examination answers.</p>	<p>Clear, detailed responses that demonstrate an outstanding knowledge of the text, it's characters and themes as well as the use of creative acting and design choices, employing the use of key terminology. An excellent result in the final exam.</p>	<p>Work on component three written responses builds on students prior learning of this unit.</p>	<p><b>Web:</b></p> <ul style="list-style-type: none"> <li>• BBC Bitesize- DNA</li> </ul> <p><b>Plays:</b></p> <ul style="list-style-type: none"> <li>• The It, Vivienne Franzmann</li> </ul> <p><b>Guides:</b></p> <ul style="list-style-type: none"> <li>• CGP GCSE Drama for the grade 9-1 course</li> <li>• WJEC/Eduqas GCSE Drama, Garry Nicholas</li> </ul>
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