

Year 11: Curriculum Intent		
The Drama department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We aim to create creative, well-rounded individuals who are imaginative, disciplined, inquisitive, collaborative and persistent who think, speak and act like Thespian's. We encourage learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre. We are committed to inspiring our students to explore, develop and perform from scripted plays as well as gain an understanding of a variety of different plays and texts in their component 2. In Component 3 Students will study their set text 'I Love You Mum – I Promise I Won't Die' which allow students to consider the effect of drugs and explore the story of 16-year-old Daniel, who died after taking MDMA on a night out with friends. Students will understand how Verbatim theatre is used by his family, friends and the play-write to tell his story. Students will analyse and evaluate a given aspect of one piece of live theatre viewed during the course. We inspire and encourage students to take the opportunity to view a professional full-length theatre production to allow sufficient scope for answering on a variety of aspects during the examination. Students will be expected to analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance.		
Year 11 Essential Knowledge Summary		
Schemata 1: Component 2 Performance	Schemata 2: Component 3 <i>I love you mum - I promise I won't die</i>	Schemata 3: Component 3 Live Theatre Review
Composite Knowledge: Pupils will gain an understanding of performance technique from a professional repertoire. Component Knowledge: Foundational Knowledge: Declarative Knowledge: • Demonstrate knowledge and understanding of how drama and theatre is developed and performed • To understand proxemics and space • To understand the term gait and how it shows various characters • knowing why staging is important to a piece • Understanding the importance of costume, lighting and set. Procedural Knowledge: • Apply theatrical skills to realise artistic intentions in live performance. • .Interpreting a character • How to use a range of physical skills to portray a character to convey the characters feelings • Use body language, facial expressions, eye contact, stance and gait to convey a character. • To apply blocking to determine the characters space on stage and the use of proxemics to show the character relationship • The use of voice, physical and non-verbal techniques (such as facial expression and gesture) • The relationships between performer and audience • Production elements, such as set (including props), costume, lighting and sound. Upper Hierarchical Knowledge • To perform 2 contrasting scenes from the same play applying tension to build suspense, atmosphere and mood. • Performing with diction and intonation to an audience, keeping their attention throughout.	Composite Knowledge: Pupils will gain an understanding of how to answer set text questions on all the technical aspects of the play. Component Knowledge: Foundational Knowledge: Declarative Knowledge: • Have strong knowledge and understanding of the set text • Understand the playwright's intentions • Understand the characteristics of the play; for example the genre and structure • Understand the social, cultural and historical context of the play • How meaning is interpreted on stage through the use of lighting, sound, costume, set, vocal and physical skills. Procedural Knowledge: • Carefully read questions to implement answers based on the characteristic • Name, describe, explain or suggest the questions in relation to the set text • Detailed use of Drama and theatre terminology • To understand that everything on stage is intentional and used to convey meaning to the audience Upper Hierarchical Knowledge • To constantly consider the effect that will be created for the audience through the different elements of the on-stage interpretation. • Give detailed and thorough explanations of drama and theatre terminology • To demonstrate a comprehensive understanding of the theatre with a high level of reflective writing.	Composite Knowledge: Pupils will gain an understanding of how to Component Knowledge: Foundational Knowledge: Declarative Knowledge: • Analysing and evaluating a piece of theatre while demonstrating knowledge and understanding of how theatre is performed. • Understanding the design elements of the performance such as set, lighting, sound and costume • Diegetic and non- diegetic sounds and sound effects • Costume, fabrics, style, colour, hair and make-up Procedural Knowledge: • Respond to personal opinion the successful and unsuccessful elements of the piece • Analyse and evaluate a live theatre production • Use the information provided and break it down to identify and interpret the main points being raised. • To make a personal and critical judgement about the performance using the available evidence Upper Hierarchical Knowledge • To demonstrate a comprehensive understanding of the piece of theatre with a high level of reflective writing and key terminology.
Year 11 Final Composite Knowledge End Point		
• Pupils will be able to apply knowledge and understanding when making, performing and responding to drama • Pupils will be able to explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • Pupils can develop a range of theatrical skills and apply them to create performances • Pupils can work collaboratively to generate, develop and communicate ideas • Pupils can investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. • Pupils can develop as creative, effective, independent and reflective learners and able to make informed choices in process and performance • Pupils can contribute as an individual to a theatrical performance • Pupils can reflect on and evaluate their own work and that of others • Pupils can develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice • Pupils can study a chosen text practically as a performer, designer and director.		

