

Year 11 Drama Curriculum Rationale

In Years 10 and 11 we follow the Eduqas GCSE Drama specification. The course itself is broken down into three assessed components which are covered several times across the two years before the actual assessment takes place. The focus of lessons is primarily practical, with all elements of the course utilising practical exploration at the centre of all work covered. We ensure all students have the opportunity to practice all of assessed in order for them to realise the demands of the assessment and to arm themselves with strategies to maintain momentum during moments of challenge. This is especially important when focusing on Component 1 (devising) where students need to create unique and original theatre that is much longer than that which is done in KS3.

The wider world of theatre is important in the delivery of the Drama qualification, so we ensure students have opportunities to both explore work of theatre practitioners and to see live theatre, both face to face and streamed.

| Unit | Core knowledge/skill development: | Sequence: | Assessment | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning, enrichment, <i>and</i> <i>recommended reading</i> |
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| Year 11 Term 1 | Complete drafts 2 and 3 of Portfolio of evidence. | Second draft is handed in at the end of the first week | Draft 2 and final copy of Portfolio of assessment marked | Oracy focused on in all lessons - need for clarity | ACPs Self-regulation Strategy planning, seeing | Re-drafting of 'Portfolio of evidence' |
| 7 weeks | | back in school. Marked and returned within two weeks. Deadline set for two weeks after the return. This means 40% of the | against C1 written criteria (20% of GCSE) | when presenting work. Literacy – decoding a text, making informed judgements | alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality VAAs | |
| | 'Practical' theory work on 'Hard to Swallow' | GCSE assessment will be complete. Having staged a version of the set text, students will be led through a series of workshops that engage students in the main areas of | Low stakes assessment – practical presentations of answers, quizzes etc | based on information given. Reading, editing. | Collaborative working, Enquiring, Open minded, Risk taking, perseverance | Preparation work for practical theory sessions on 'Hard to Swallow' |



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| | Launch C2 in last week of term. | focus (actor, designer, director). Annotations in these areas are made in the text to form the basis of future revision notes. Teachers choose groups and make suggestions of suitable texts for the groups to work on. Suggested texts are given so that students can read them fully over half term and make a decision regarding their text choice. | | | | Line learning. Research onto original productions of chosen C2. Extra rehearsal sessions. |
| Year 11 Term 2 7 weeks | Continue to work on C2 all term. One 'theory' lesson per fortnight. | Students continue to work on their practical performance exam throughout the term. 'Mock' | Regular feedback given. | Oracy focused on in all lessons - need for clarity when presenting work. Literacy – | ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence VAAs Collaborative working, | reparation work for practical theory sessions on 'Hard to Swallow' Line learning. Research onto original productions of chosen C2. Extra |
| | | performances are | | decoding a text, | creative and enterprising, | rehearsal sessions. |



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| | | help between two and three weeks before the visiting examiner. Students re-visit Hard to Swallow using pro-forma to help focus note taking and areas the exam may cover. We also look at communal essay planning and individual questions. | Mark questions against C3 mark schemes | making informed judgements based on information given. Reading, editing. | perseverance, Confidence | |
| Year 11 | C2 rehearsals every lesson. | Students continue to work on their | Regular feedback given. Assessment | Oracy focused on in all lessons - | ACPs Strategy planning, | Extra rehearsal sessions. |
| Term 3 | | practical | criteria is used to | need for clarity | imagination, accuracy, | |
| 6 weeks | C2 practical performance exam (aim for week 5 or 6) | performance exam throughout the term. 'Mock' performances are help between two and three weeks before the visiting examiner. | focus the feedback given in the 'mock' performance. | when presenting work. Literacy – decoding a text, making informed judgements based on information given. Reading, editing. | precision, intellectual confidence VAAs Collaborative working, creative and enterprising, perseverance, Confidence | |



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| Year 11 Term 4 6 weeks | C3 written exam preparation | Students re-visit Hard to Swallow (section A) and Frankenstein (section B) using pro-forma to help focus note taking and areas the exam may cover. We also look at communal essay planning and individual questions. | Mark questions against C3 mark schemes | Oracy focused on in all lessons - need for clarity when presenting work. Literacy – decoding a text, making informed judgements based on information given. Reading, editing. | ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence VAAs Collaborative working, creative and enterprising, perseverance, Confidence | Revision of C3 set text focusing on the three main areas of actor, director and designer. |
| Year 11 Term 5 7 weeks | C3 written exam preparation. Exam normally takes place in second week of May. | Students re-visit Hard to Swallow (section A) and Frankenstein (section B) using pro-forma to help focus note taking and areas the exam may cover. We also look at communal | Mark questions against C3 mark schemes | Oracy focused on in all lessons - need for clarity when presenting work. Literacy – decoding a text, making informed judgements based on | ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence VAAs Collaborative working, creative and enterprising, perseverance, Confidence | Revision of C3 set text focusing on the three main areas of actor, director and designer. |



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| | | essay planning and individual questions. | | information given. Reading, editing. | | |