

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 recommended reading</i>
Year 11 Term 1 7 weeks	Complete drafts 2 and 3 of Portfolio of evidence. ‘Practical’ theory work on ‘Hard to Swallow’	Second draft is handed in at the end of the first week back in school. Marked and returned within two weeks. Deadline set for two weeks after the return. This means 40% of the 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	Draft 2 and final copy of Portfolio of assessment marked against C1 written criteria (20% of GCSE) Low stakes assessment – practical presentations of answers, quizzes etc...	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 Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality VAs Collaborative working, Enquiring, Open minded, Risk taking, perseverance	Re-drafting of ‘Portfolio of evidence’ Preparation work for practical theory sessions on ‘Hard to Swallow’

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	Launch C2 in last week of term.	<p>focus (actor, designer, director). Annotations in these areas are made in the text to form the basis of future revision notes.</p> <p>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.</p>				Line learning. Research onto original productions of chosen C2. Extra rehearsal sessions.
Year 11 Term 2 7 weeks	<p>Continue to work on C2 all term.</p> <p>One 'theory' lesson per fortnight.</p>	<p>Students continue to work on their practical performance exam throughout the term.</p> <p>'Mock' performances are</p>	Regular feedback given.	<p>Oracy focused on in all lessons - need for clarity when presenting work.</p> <p>Literacy – decoding a text,</p>	<p>ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence</p> <p>VAAs Collaborative working, creative and enterprising,</p>	<p>reparation work for practical theory sessions on 'Hard to Swallow'</p> <p>Line learning. Research onto original productions of chosen C2. Extra rehearsal sessions.</p>

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

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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	<p>Oracy focused on in all lessons - need for clarity when presenting work.</p> <p>Literacy – decoding a text, making informed judgements based on information given. Reading, editing.</p>	<p>ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence</p> <p>VAAs Collaborative working, creative and enterprising, perseverance, Confidence</p>	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	<p>Oracy focused on in all lessons - need for clarity when presenting work.</p> <p>Literacy – decoding a text, making informed judgements based on</p>	<p>ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence</p> <p>VAAs Collaborative working, creative and enterprising, perseverance, Confidence</p>	Revision of C3 set text focusing on the three main areas of actor, director and designer.

Year 11 Drama Curriculum

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
		essay planning and individual questions.		information given. Reading, editing.		