

# **DRAMA YEAR 11**



## **MAGHULL HIGH SCHOOL – CURRICULUM MAP**

Term 2 Jan-April	Lesson 1-4	Lesson 5-8	Lesson 9-12	Lesson 13-16	Lesson 17-20	Lesson 21-24
<b>TOPIC (S)</b>  <b>Component 3</b> <b>Scripted performance</b>	<b>Objective:</b> Exploration of set scripts. Workshop of variety of scripts and analysis of characters. Individual student analysis against own performance ability. Identification of monologues/duologues.	<b>Objective:</b> Script breakdown. Character exploration and profiles. Overview of scene analysis.	<b>Objective:</b> Blocking a scene. Using stage directions. Rehearse and polish. Exploration of set, costume, props, lighting, sound.	<b>Objective:</b> Mid-way performance. Film, watch and feed back.	<b>Objective:</b> Final rehearsals, polish and refine. One to one teacher/student tutorials.	<b>Objective:</b> Final dress rehearsal. Final mock performance – exam conditions. Watch, analyse and evaluate for year 11.
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>- Interpretation of scripts</li> <li>- Importance of blocking and movement</li> <li>- Exploration of character</li> <li>- Understand the rehearsal process in order to make improvements</li> <li>- Analyse and critique own work so that meaningful changes are made</li> </ul> Evaluate how effectively they worked as a group and how the input of all members helped to shape and develop ideas.					
<b>Assessment / Feedback Opportunities</b>	Peer and teacher verbal feedback	<b>Checkpoint</b> Present initial blocking and progress with rehearsals	Teacher and peer feedback	<b>Checkpoint</b> Perform polished performance Analyse and evaluate	Peer and teacher feedback	<b>Formal assessment</b> recorded performance
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Exploration of a range of scripted themes – political, social, emotional</li> <li>• Range of theatre scripts and their relevance</li> </ul>					
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Creating a democratic environment, working collaboratively to explore ideas opinions and reach a common goal</li> <li>• Respecting the viewpoints and opinions of others- taking research and professional advice on board before coming to a conclusion</li> </ul>					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Use of scripts</li> <li>• The Actor Prepares</li> <li>• Stanislavski in Practice by Nick O’Brien</li> <li>• The Complete Brecht Toolkit- Stephen Unwin</li> </ul>					
<b>Key Vocabulary</b>	Devising Collaboration Characterisation Freytag’s Pyramid, Plot, Structure, Audience, Semiotics, technical, voice, movement, gesture, dramatic potential, rehearsal, polished, transitions, Stylised, sequences					
<b>Digital Literacy</b>	Research using the internet search engines, accessing email, constructing and responding to formal emails with attachments					

	Use of Microsoft Word and Microsoft Powerpoint. Garageband- editing music tracks
<b>Careers</b>	Actor, Director, Theatre manager, Scriptwriter, Dancer, Theatre in Education Performer, Teacher, Historian, Researcher, Artist, Musician, Journalist, Costume Designer