

DRAMA YEAR 11



MAGHULL HIGH SCHOOL – CURRICULUM MAP

TERM 1 SEPT - DEC	Lesson 1-5 2 week cycle	Lesson 6-10 2 week cycle	Lesson 11-15 2 week cycle	Lesson 16-20 2 week cycle	Lesson 21-25 2 week cycle	Lesson 26- 30 2 week Cycle
TOPIC (S) Component 2 Devising Drama AQA Component 1 Devised Performance and the Devised Log	Objective: CO2: Recap of devised pieces started in year 10. Analysis of structure and narrative. Development of scripts and organisation of scenes. Scene by scene rehearsal.	Objective: CO2: Teacher feedback and application of changes. Blocking of individual scenes. Discussion of technical aspects. Organisation of light, sound, projections, props, set and costume.	Objective: CO2: Dress rehearsal. Film, watch and analyse. Application of feedback for improvement. One to one teacher/student tutorials.	Objective: CO2: Final performance. Exam conditions. Film, watch, analyse.	Objective: CO2: The devised log. Feedback on essays 1 and 2. Opportunity for re-draft. Introduction to essay 3. Analysis and evaluation of own work.	Objective: Final deadline for the devised log, essays 1 2 and 3. Opportunity for 1 re-draft before final deadline. One to one feedback and guidance from teacher.
Knowledge & Skills development	<ul style="list-style-type: none"> - Work collaboratively to explore the dramatic potential of a stimulus. - Shape, adapt and develop a clear and focused message for their work. - Use a range of drama conventions to communicate meaning to an audience. - Offer mature, creative and imaginative ideas and approaches to exploring stimulus material. - Use voice, movement, gesture and space to develop and amplify dramatic elements. - Develop and shape ideas and material making connections with SCHP context. - Use accurate subject specific vocabulary and Standard English to explain decisions made during the process of creating drama with reference to their key message and explain the intended impact on the audience. Evaluate how effectively they worked as a group and how the input of all members helped to shape and develop ideas.					
Assessment / Feedback Opportunities	Peer and teacher verbal feedback	Checkpoint Present initial response to 3 stimulus and final decision	Teacher and peer feedback	Checkpoint Perform 2 minutes of polished performance Analyse and evaluate	Peer and teacher feedback	Internal formal assessment recorded performance
Cultural Capital	<ul style="list-style-type: none"> • Exploring a range of topical subject matters including climate change, mental health, politics, relationships and social status • Knowledge of the theatre and the professional roles associated with it • 					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> • Creating a democratic environment, working collaboratively to explore ideas opinions and reach a common goal • Respecting the viewpoints and opinions of others- taking research and professional advice on board before coming to a conclusion 					

Reading opportunities	<ul style="list-style-type: none"> • Theatre de Complicite- google research • Frantic Assembly book of Devising by Scott Graham and Stephen Hoggett • The Actor Prepares • Stanislavski in Practice by Nick O'Brien • The Complete Brecht Toolkit- Stephen Unwin • Lecoq on Devising
Key Vocabulary	Devising Collaboration Characterisation Freytag's Pyramid, Plot, Structure, Audience, Semiotics, technical, voice, movement, gesture, dramatic potential, rehearsal, polished, transitions, Stylised, sequences,
Digital Literacy	<p>Research using the internet search engines, accessing email, constructing and responding to formal emails with attachments</p> <p>Use of Microsoft Word and Microsoft Powerpoint. Garageband- editing music tracks</p>
Careers	Actor, Director, Theatre manager, Scriptwriter, Dancer, Theatre in Education Performer, Teacher, Historian, Researcher, Artist, Musician, Journalist, Costume Designer