

Year 11 Topics

In year 11 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<p>EXTERNAL EXAM UNIT: SUMMATIVE ASSESSMENT</p> <p>Component 3: texts in practice</p> <p>External examined performance Nov/Dec (11 weeks x 3 lessons = 33</p> <p><i>12 lessons per extract</i></p> <p><i>5 text analysis</i></p> <p><i>3 tech, dress & review</i></p>	<p>This unit builds on the KS3 units and the knowledge acquired in the Year 10 monologue & duologue unit, performance element of component 2: devising and</p> <p>Component 1: set text unit.</p>	1. Action/plot/content Themes	Plot, themes <u>Rehearsal techniques:</u> still Image, capturing the essence, reduced performance	<p>CREATING: Developing ideas, problem solving, decision making, time management, collaborating</p> <p>Research</p> <p>Rehearsing</p> <p>Interpreting text</p> <p>Refining and amending work in progress</p> <p>PERFORMING:</p> <p>Contribution to final performance</p> <p>EVALUATING: Analysing and evaluating their own process of creating live theatre</p> <p>Literacy</p> <p>Oracy</p> <p>Creativity</p> <p>Resilience</p> <p>Resourceful</p>
		2. Social, cultural, historical context Playwrights intent	social/cultural/historical context <u>Rehearsal techniques:</u> capturing the essence, role play, still image	
		3. Genre, style, structure	TBD	
		4. Language	TBD	
		5. Characters How meaning is interpreted: performers interpretation	<p><u>Rehearsal techniques:</u> hot seating, still image, thought tracking, a day on the life, emotion memory,</p> <p><u>Vocal skills:</u> Pitch, pace, pause, intonation, articulation, Projection, phrasing, emotional range, accent, stress/emphasis, inflection</p> <p><u>Physical skills:</u> Movement/mime/gesture, body language, posture/stance, gait, control, co-ordination, facial</p>	

			expression, stillness, rhythm/pace/tempo	
		6. How meaning is interpreted: Analysis of key extract one	Context, emphasis, emotion, structure, interpretation, language, characterisation	
		7. Aim and intention	PALL Statement of dramatic intentions	
		8. Rehearsal and dramatic techniques to communicate your interpretation. Performers interpretation (9 lessons)	Rehearsal and dramatic techniques – student choice	
		9. How meaning is interpreted: Analysis of key extract two	Context, emphasis, emotion, structure, interpretation, language, characterisation	
		10. Aim and intention	PALL Statement of dramatic intentions	
		11. Rehearsal and dramatic techniques to communicate your interpretation. Performers interpretation (9 lessons)	Rehearsal and dramatic techniques – student choice	
		12. How meaning interpreted & roles and responsibilities. <i>Technical and Dress rehearsal</i>	Dress rehearsal, technical run, cue to cue, costume, lighting, set, sound <u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, blocking, transition, audience awareness	

			Analyse, evaluate, PEEL, process, rehearsal techniques, dramatic techniques, justify: examples	
		13. <u>Performance to friends & family</u> : Role of Performer Performance conventions Use of performance space and proxemics Drama and theatre terminology and how to use it appropriately.	<u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, blocking, transition, audience awareness Analyse, evaluate, PEEL,	
		14. How meaning is interpreted: refine performance from review of family & friends performance	Aim & intention, statement of dramatic intention <u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, blocking, transition, audience awareness Analyse, evaluate, PEEL,	
		15. EXTERNAL PERFORMANCE EXAM	<u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, blocking, transition, audience awareness	
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PREPARATION FOR C1 EXAM Component 1: Section C: Live Theatre Evaluation	This unit builds on the Year 10 Live theatre review unit.	1. Social, cultural and historical context of the performance text (3 lessons)	TBD	EVALUATING: Analysis and evaluation of live theatre work by others

(Spring 1: 6 weeks x 3 = 18 lessons)	Students will understand how the play has been interpreted in the production seen and what messages the company might be trying to communicate. The skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers. The design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.	2. Characteristics of the performance text (3 lessons)	TBD	Research Interpreting text Literacy Oracy
		3. Watch Live Theatre production	TBD	
		4. Analyse how meaning has been interpreted and communicated (6 lessons)	TBD	
		5. Drama and theatre terminology and how to use it appropriately (6 lessons) <i>Practice and timed questions</i>	Analyse, evaluate, PEEL, process, dramatic techniques, justify: examples, quotes, directors interpretation, characterisation, performing skills	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
PREPARATION/REVISION FOR EXTERNAL EXAM COMPONENT 1: UNDERSTANDING DRAMA	Revise each section of the paper	<u>Section A:</u> Roles and Responsibilities	Director Performer understudy Set designer Lighting designer Sound designer	CREATING: Developing ideas, problem solving, decision making, time management, collaborating Research Interpreting text

(Spring 2 – summer 1) 7 weeks x 3 = 21 3 lessons = section A 9 lessons = section B 9 lessons = section C			Costume designer Stage manager Theatre Manager Technician	PERFORMING: Contribution to final performance EVALUATING: Analysing and evaluating their own process of creating live theatre Analysis and evaluation of live theatre work by others Literacy Oracy Creativity Resilience Resourceful
		<u>Section B: Set text</u> Review: <ul style="list-style-type: none"> ➤ characteristics of the dramatic work ➤ Roles and responsibilities ➤ Characterisation ➤ Concepts ➤ Timed practice questions 	TBD	
		<u>Section C: Live theatre Review</u> <ul style="list-style-type: none"> ➤ Action/plot/content ➤ Directors interpretation ➤ Key characters & actors ➤ Key scenes ➤ Performing skills and how meaning has been interpreted ➤ Timed practice questions 	TBD	

