

## Year 11: Drama

	Autumn 1	Autumn 2	Spring 1	Spring 2
<b>Topics</b>	Devising  <i>Foci:</i> Naturalism and Epic Theatre	Devising 2  <i>Foci:</i> Improvisation and explorative strategies	Performing to a Brief  <i>Foci:</i> Creating, performing and evaluating.	Performing to a Brief 2  <i>Foci:</i> Creating, performing and evaluating.
<b>Assessments</b>	<b>Style and Form</b>  <i>Skill level assessed during practical work. Pass Merit Distinction</i>	<b>Delivery and Communication</b>  <i>Skill level assessed during practical work. Pass Merit Distinction</i>	<b>Contribution and Connections</b>  <i>Skill level assessed through written and practical work. Pass Merit Distinction</i>	<b>Exam Board External Assessment</b>  <i>Skill level assessed through written and practical work. Pass Merit Distinction</i>
<b>Building on Prior Learning</b>	<p><b>Substantive Knowledge – First Order Concepts:</b> During Year 11 students will draw on knowledge and skills developed during Year 10. The programme of study in Year 11 then allows students to further develop their performance skills in areas such as naturalism, narration, voice, movement, posture, and proxemics.</p> <p><b>Disciplinary/procedural Knowledge:</b> From Year 10, students will be familiar with the key drama techniques of monologue, dialogue and narration and the programme of study will allow students to build more sophisticated ways of applying form to content to create meaning.</p>			
<b>Cultural Capital</b>	<p><b>There is cultural capital in abundance in this programme of study.</b> Students will learn about the origin of naturalism and the Epic Theatre and make connections between the drama they experience on television, in film and at the theatre and these two styles of performance. They will read, rehearse, and perform extracts from texts such as 'The Crucible' and 'The Resistible Rise of Arturo Ui'.</p>			
<b>Mastery</b>	<p><b>In terms of mastery, students will be guided, through modelling and practice to create more sophisticated drama.</b> When learning to devise, they will make more secure links between ideas, skills, and audience impact. They will begin to work more independently and be able to explain why they have chosen to employ a particular dramatic technique and, by the end of the year they will be able to confidently communicate with an audience through their role. They will be able to identify their strengths in relation to process and performance and provide effective ideas for further development.</p>			
<b>Development of Character</b>	<p><b>A wide range of virtues: moral and intellectual are visited, practiced and embedded through Drama.</b> For example, resilience, empathy, and cooperation are encouraged when creating and performing. Being respectful and supportive toward other is essential during the devising process and learning to give feedback in a polite and respectful manner is also essential.</p>			
<b>Extra-Curricular opportunities</b>	<p><b>In School:</b> Performing Arts Championships, Drama Club and whole school productions.  <b>Outside of School:</b> Visits to the theatre and cinema.</p>			
<b>Metacognitive Learning</b>	<p><b>Metacognitive learning will build through modelling and feedback.</b> Students learn through expert modelling, guided rehearsal, and feedback. They will have the opportunity to reflect on their own strengths and areas for development by evaluating their success in completing a variety of discussion and written tasks and planning for improvement.</p>			