



# Year 11



## Year 11

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>
<b>Component 1</b> Reading through, practically exploring, and writing about Blood Brothers Section A work – practice of timing and knowledge	<b>Component 1</b> Students revise and practice for their written mock.	<b>Component 3</b> Students rehearse their extracts from a play. Students perform to an external examiner to an audience in exam conditions	<b>Component 1 Section C</b> Students see a piece of live theatre and practice analysing and evaluating	<b>Component 1</b> Revision and examination
	<b>Written</b> Mock paper	<b>Practical</b> Performance (20% of grade) externally marked		<b>Written</b> Written exam (40% of grade)

Links to Catholic Pupil Profile	<p>Our students will learn to be compassionate and loving through the study of character's backgrounds, experiences and lives. Our students will be pushed to not judge people superficially but to explore why they are the way they are. Our students will be learned and wise through continuous assessment and feedback, being pushed to achieve their full potential in a supportive environment where making mistakes is a vital part of the learning process.</p> <p>Our students will be curious and active as they explore the lives of others, both those who are like us and those who are not, both fictional and non-fictional. The stories we create and learn about capture our student's imagination.</p>
Building on prior learning	The devising skills from Component 2 in Year 10 will enable students to be creative in staging their Component 3 extracts. Having gone through the experience of an exam, working as a group and rehearsing after school they will be prepared for the examiners visit in February. The learning for Component 1 in Year 10 will be built upon in Year 11 in preparation for their exam.
Wealth words	<p><b>Tier 2</b> Describe, Evaluate, Detail, Explain, Assess, Competent, Sustained, Extensive, Outstanding, Considerable, Inventive, Comprehensively, Precise, Creating, Developing, Relationship, Atmosphere, Tension</p> <p><b>Tier 3</b> Physical, Vocal, Facial expressions, Gestures, Posture, Stance, Movement, Pitch, Pace, Pause, Tone, Diction, Accent, Volume, Proxemics, Structure, Conventions, Non-naturalism, Emphasis, Improvisation, Status, Interaction, cross cutting, movement sequence, chair duet, physical theatre, choral speech</p>
Cross curricular links	<p><b>English</b> – some students study Blood Brothers by Willy Russell in Year 8 English. There is also a link between the understanding of stories, communicating emotion to an audience (through different mediums, physically in theatre and through written expression in English). Both subjects complement each other through increasing descriptive vocabulary and inference skills.</p> <p><b>History</b> – for Component 2 students decide what their exam piece will be about, and often set them in historical settings. The research needed to do this effectively enthruses a love of history.</p> <p><b>Citizenship</b> - for Component 2 students decide what their exam piece will be about, and therefore often explore and research topics such as mental health, sex and relationships, justice including racism, sexism, and homophobia.</p>
Enrichment and Extracurricular opportunities	Theatre trips and school shows
Positive impact on personal development (SMSC)	Exploring other cultures through stories. Developing spiritual side of students through discussions on social issues. Exploring moral judgements by putting ourselves in others' shoes. Exploring our own culture and others' culture compassionately through linking theatre with film, television, and history.
Links to next year	GCSE Drama supports A Level Drama very well, the structure is the same and the key skills or page-to-stage, research, devising and analysing and evaluating in the written form will support further study in Drama, Performing Arts, or Acting. Important skills such as working as a team, time management, creative thinking and communication will also support a student in any further study or work.



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Exam board AQA	Brief description of component	Big Question	Small Questions	Assessment Opportunities
Component 1 <i>Understanding Drama</i> Section A	Knowledge and understanding of drama and theatre Multiple choice (4 marks)	What are the roles and responsibilities of theatre makers in contemporary professional practice?	What are the stage positions? What are the different types of staging configurations? What roles are there in the theatre? What are each of the roles responsible for?	Written exam: 1 hour and 45 minutes Open book 80 marks 40% of GCSE <b>End of Y11</b> <b>Mock in Y10</b>
Component 1 <i>Understanding Drama</i> Section B	Study of one set play from a choice of nine (Blood Brothers) Four questions on a given extract from the set play chosen (44 marks)	What are the characteristics of performance text? What are social, cultural and historical contexts?	What are the genre, style and form of Blood Brothers? Why did Willy Russell write Blood Brothers? What was he influenced by? What are the character motivations? How is the culture in Liverpool reflected in the story from 60s-80s? How do I show an understanding of a character's motives in written form? What are the class differences in the play?	Written exam: 1 hour and 45 minutes Open book 80 marks 40% of GCSE <b>End of Y11</b> <b>Mock in Y10</b>
Component 1 <i>Understanding Drama</i> Section C	Analysis and evaluation of the work of live theatre makers One question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)	How is meaning interpreted and communicated?	What are the different performance conventions? How does the performance space communicate relationships on stage? How successful was the actor's portrayal of the character? What skills and techniques were used to effectively communicate meaning to the audience? How successful were the performers' use of vocal skills to interpret the character? How successful were the performers' use of physical skills to interpret the character?	Written exam: 1 hour and 45 minutes Open book 80 marks 40% of GCSE <b>End of Y11</b> <b>Mock in Y10</b>



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Component 3 <i>Texts in practice</i> Practical	Performance of two extracts from one play. Free choice of play but it must contrast with the set play chosen for Component 1	How do I commit dialogue to memory for a text-based performance? Can I develop the ability to interpret/create a character as appropriate to the demands of the performance?	How can I develop a range of physical skills to match that of the character within the play eg range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement? How can I develop a range of vocal skills to match that of the character within the play eg range of physical skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking?  What is my interpretation of the play and character? How do I create a sustained engagement throughout performance?	Performance of Extract 1 (20 marks) and Extract 2 (20 marks) 40 marks in total 20% of GCSE. This component is marked by AQA.
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