

**Curriculum Map: DRAMA Year 11**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<p><b>Content</b> Declarative knowledge 'I Know'</p>	<p><u>Component 3: Section A</u> Study &amp; Written Exam Preparation – DNA (Dennis Kelly)</p> <p>Students will explore set exam text 'DNA' by Dennis Kelly. They will know what the plot, sub-plot, themes, and characters present. They will know what language means through experimentation and development of key moments within the play. Students will know about the time period it was written in for context.</p> <p>Students know about 'performance skills' and will use a range of approaches to explore further and develop characterisation in preparation for the final examination in Year 11 (June).</p> <p>They will further learn about the importance of sustainable and believable characters by building characters from observation, given circumstances and by applying objectives and super-objectives. Additionally,</p>	<p><u>Component 2: Text in Performance</u> Monologues, Duologues, Group &amp; Design</p> <p>Students will explore a given pre-2000 text. They will know what the plot, sub-plot, themes, and characters present. They will know what language means through experimentation and development of key moments within the play. Students will know about the time period it was written in for context. Students know about 'performance skills' and will use a range of approaches to explore further and develop characterisation over the course of the two half terms. They will further learn about the importance of sustainable and believable characters by building characters from observation, given circumstances and by applying objectives and super-objectives. Additionally, they will explore the impact of SChP (Social, Cultural, Historical and Political) contexts. This is a visiting examiner performance (Component 2). Students will know the requirements of this examination, following the specification and choosing between performing and designing.</p>	<p><u>Component 3: Section A</u> Study &amp; Written Exam Preparation – DNA (Dennis Kelly)</p> <p>Students will explore set exam text 'DNA' by Dennis Kelly. They will know what the plot, sub-plot, themes, and characters present. They will know what language means through experimentation and development of key moments within the play. Students will know about the time period it was written in for context.</p> <p>Students know about 'performance skills' and will use a range of approaches to explore further and develop characterisation in preparation for the final examination in Year 11 (June).</p> <p>They will further learn about the importance of sustainable and believable characters by building characters from observation, given circumstances and by applying objectives and super-objectives. Additionally, they will explore the impact of SChP (Social, Cultural, Historical and Political) contexts.</p> <p>Students will know the expectations of the GCSE Drama examination framework for Component 3, Section A.</p> <p><u>Component 3: Section B</u> Written Exam Preparation: Live Theatre Review (Small Island)</p> <p>Students will explore 'Small Island' - NT Live (Helen Edmundson), through performance and design work, and will know 'what 'to expect for writing the Live Performance Review following the expectations of the GCSE syllabus to fine-tune their understanding of examination framework expectations.</p>	<p><u>Component 3: Section B</u> Written Exam Preparation: Live Theatre Review (Small Island)</p> <p>Students will explore 'Small Island' - NT Live (Helen Edmundson), through performance and design work, and will know 'what 'to expect for writing the Live Performance Review following the expectations of the GCSE syllabus to fine-tune their understanding of examination framework expectations.</p>
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they will explore the impact of SCHP (Social, Cultural, Historical and Political) contexts.

Students will know the expectations of the GCSE Drama examination framework for Component 3, Section A.

<p><b>Skills</b> Procedural Knowledge 'I know how to'</p>	<p>Students will know how to unpick the text of 'DNA'; plot, sub-plot, SCHK contexts, themes, characterisations, and language, and apply acquired knowledge to performance.</p> <p>Students will know how to apply performance skills to DNA as a performer and director.</p> <p>Students will know how to apply design skills to DNA as a director and designer.</p> <p>Students will know how to answer the questions posed in the written exam - Component 3, Section A.</p>	<p>Students will know how to unpick the pre-2000 text given; plot, sub-plot, SCHK contexts, themes, characterisations, and language, and apply acquired knowledge to performance.</p> <p>Students will know how to apply performance skills as a performer.</p> <p>Students will know how to apply design skills as a designer.</p>	<p>Students will know how to unpick the text of 'DNA'; plot, sub-plot, SCHK contexts, themes, characterisations, and language, and apply acquired knowledge to performance.</p> <p>Students will know how to apply performance skills to DNA as a performer and director.</p> <p>Students will know how to apply design skills to DNA as a director and designer.</p> <p>Students will know how to answer the questions posed in the written exam - Component 3, Section A.</p> <p>Students will know how to interpret a script for performance, including blocking/stage planning to bring a script to life. They will know how to plan and design different theatre crafts for performance. They will know how to analyse and evaluate a live performance taken from their study. They will know how to apply to questions asked in Section B of the Component 3 Written Exam.</p>	<p>Students will know how to interpret a script for performance, including blocking/stage planning to bring a script to life. They will know how to plan and design different theatre crafts for performance. They will know how to analyse and evaluate a live performance taken from their study. They will know how to apply to questions asked in Section B of the Component 3 Written Exam.</p>
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<p><b>Strategies</b> Conditional Knowledge 'I know when to'</p>	<p>Students will know when to apply different performance / design skills and strategies of approach to exploration, development, performance work and analysis / evaluation of 'DNA' (Component 3, Section A - Written Exam).</p>	<p>Students will know when to apply different performance or design skills and strategies of approach to exploration, development, and performance work. (Component 2 - Practical Exam).</p>	<p>Students will know when to apply different performance / design skills and strategies of approach to exploration, development, performance work and analysis / evaluation of 'DNA' (Component 3, Section A - Written Exam).</p> <p>Students will know when to take influence from text and live performance in designing theatre crafts for the stage. They will know when to apply performance skills to text exploration. They will know when to draw connections between performance and design in a theatre review. They will know when to apply performance and design skills to answer questions asked in Section B of the Component 3 Written Exam.</p>	<p>Students will know when to take influence from text and live performance in designing theatre crafts for the stage. They will know when to apply performance skills to text exploration. They will know when to draw connections between performance and design in a theatre review. They will know when to apply performance and design skills to answer questions asked in Section B of the Component 3 Written Exam.</p>
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<p>Key Questions</p>	<p>What are the main themes in 'DNA' and why? How can SCHP contexts further develop approaches to acting / performance? What was Dennis Kelly's intentions with this play and why?</p> <p>Practice Exam Questions, such as:</p> <p>(a)</p> <p>(i) You are going to play Leah. Explain <b>two</b> ways you would use <b>physical skills</b> to play this character in this extract.</p> <p>(b) There are specific choices in this extract for a director.</p> <p>(i) As a director, discuss how you would use <b>one</b> of the <b>production elements below</b> to bring this extract to life for your audience. You should refer to the context in which the text was created and first performed. Choose <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• staging / costume / sound.</li> </ul>	<p>What are the main themes in the play and why? How can SCHP contexts further develop approaches to acting / performance? What was the playwright's intentions with this play and why? What are our intentions and why?</p>	<p>What are the main themes in 'DNA' and why? How can SCHP contexts further develop approaches to acting / performance? What was Dennis Kelly's intentions with this play and why?</p> <p>Practice Exam Questions, such as:</p> <p>(a)</p> <p>(i) You are going to play Leah. Explain <b>two</b> ways you would use <b>physical skills</b> to play this character in this extract.</p> <p>(b) There are specific choices in this extract for a director.</p> <p>(i) As a director, discuss how you would use <b>one</b> of the <b>production elements below</b> to bring this extract to life for your audience. You should refer to the context in which the text was created and first performed. Choose <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• staging / costume / sound.</li> </ul> <p>(c) There are specific choices in this extract for designers.</p> <p>Discuss how you would use <b>one</b> of the <b>design elements below</b> to enhance the production of this extract for the audience.</p> <p>Choose <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• lighting / props/stage furniture / set.</li> </ul> <p>What challenges have you faced in using script? How have you made decisions about the design work for</p>	<p>What challenges have you faced in using script? How have you made decisions about the design work for Small Island? What is your opinion of the National Theatre's production from an audience viewpoint? When analysing acting / design what should you consider?</p> <p>Practice Exam Questions, such as:</p> <p>(a) Analyse how physical skills were used to engage the audience at one key moment in the performance.</p> <p>(b) Evaluate how the set design created impact within the performance.</p>
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(c) There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

- lighting / props/stage furniture / set.

Small Island? What is your opinion of the National Theatre's production from an audience viewpoint? When analysing acting / design what should you consider?

Practice Exam Questions, such as:

(a) Analyse how physical skills were used to engage the audience at one key moment in the performance.

(b) Evaluate how the set design created impact within the performance.

Assessment topics	Individual assessment based on 'evaluating / analysing' criteria: GCSE Drama Edexcel Component 3, Section A.	Collaborative group, pair and / or individual assessment based on 'performing' or 'designing' criteria: GCSE Drama Edexcel Component 2.	Individual assessment based on 'evaluating / analysing' criteria: GCSE Drama Edexcel Component 3, Section A.  Individual assessment based on 'evaluating / analysing' criteria when reflecting on live performance through review: GCSE Drama Edexcel Component 3, Section B.	Individual assessment based on 'evaluating / analysing' criteria when reflecting on live performance through review: GCSE Drama Edexcel Component 3, Section B.
Cross curricular links/Character Education	Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation	History - Time periods; Music - associated with study of theatre types/styles / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Literacy (through use of type / style specific vocabulary), Cultural appreciation	Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation	Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation