

Year 11 Curriculum

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	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<ul style="list-style-type: none"> • INTERPRETING SCRIPTS • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 1 - revision</i></p> <p><i>Comp 3 -Scripted performance</i></p>	<ul style="list-style-type: none"> • INTERPRETING SCRIPTS • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 3 -Scripted performance Comp 1 - 1 lesson per week</i></p> <p>External practical exam</p>	<ul style="list-style-type: none"> • THEATRE KNOWLEDGE – THEATRE ROLES AND RESPONSIBILITIES • INTERPRETING SCRIPTS • EVALUATION <p>Comp 1 revision</p>	<ul style="list-style-type: none"> • THEATRE KNOWLEDGE – THEATRE ROLES AND RESPONSIBILITIES • INTERPRETING SCRIPTS • EVALUATION <p>Comp 1 revision</p>	<ul style="list-style-type: none"> • THEATRE KNOWLEDGE – THEATRE ROLES AND RESPONSIBILITIES • INTERPRETING SCRIPTS • EVALUATION <p>Comp 1 revision</p> <p>Written exam paper</p>	
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • Revise, edit and proof-read through: • Consolidate and build on their knowledge of grammar and vocabulary through • speak confidently, audibly and effectively • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 		<ul style="list-style-type: none"> • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • Revise, edit and proof-read through: • Consolidate and build on their knowledge of grammar and vocabulary through • speak confidently, audibly and effectively • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness 			
Assessment	Quizzes	Mock Practical performance	Quizzes Written exam	Quizzes	Quizzes	

	Written exam questions	externally assessed practical performance	questions	Written exam questions	Written exam questions	
Why this?	<p>Students continue to learn how to rehearse and perform roles in more challenging extracts, identifying their dramatic intentions and applying They are able to focus on their skills. one text and use a range of rehearsal techniques to bring it to life.</p> <p>Students consolidate their knowledge of theatre roles and responsibilities and begin to understand pros and cons of approaches to theatre</p> <p>Students consolidate prior learning and further develop understanding and explore their set text, developing both design and performance ideas, examining context and applying the analytical and interpretive skills they have developed at KS3.</p> <p>Students hone and perfect their performance of key scripted extracts for an audience.</p>		<p>Students consolidate their knowledge of theatre roles and responsibilities and begin to understand pros and cons of approaches to theatre.</p> <p>Students consolidate prior learning and further develop understanding and explore their set text, developing both design and performance ideas, examining context and applying the analytical and interpretive skills they have. They learn how to craft answers and essays to enable success in their written assessments.</p> <p>Developing the ability to analyse the work of others increases students' knowledge of how elements combine to create theatre n assessments.</p> <p>We can address gaps in students' understanding.</p>			
Why now?	<p>At this point students will have the toolkit of skills to rise to the challenge of performing extended extracts of texts. Students can fulfil KS4 requirements.</p> <p>Consolidation of prior learning allows students to develop further and create their own understanding of a text. Students also consolidate their understanding of live theatre evaluation</p>		<p>At this point, students are able to practise answering more challenging questions with less scaffolding. They can also complete timed answers more efficiently Students can use knowledge and skills to complete questions under exam conditions.</p>	<p>Students complete final preparation for their written assessment, rec-calling knowledge and trying out different questions.</p>		
Skills & Characteristics	<p>Aiming high/Resilience</p> <p>Working on a script is challenging, frustrating and often Pupils often fail before they succeed. To overcome these hurdles requires resilience. Line learning also requires persistence. Students need to strive to attain their best in this important assessment.</p> <p>Team work/Collaboration</p> <p>Interpreting a script with fellow actors requires teamwork and communication. Rehearsals, including the use of techniques such as hot-seating demands pupils develop a creative rapport communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience. Pupils need to support one another in stressful conditions.</p> <p>Creativity</p> <p>Interpreting a script and bringing a role to life requires imagination. Students must use theirs bring a role to life. This interpretation requires students to think with both originality and consideration of context. Pupils must find creative solutions</p>		<p>Aiming high/Resilience</p> <p>Pupils need to aim high o achieve their best. They must be familiar with the standards required of them and to be prepared to rework and reinterpret to improve their work</p> <p>Creativity</p> <p>Pupils are required to investigate and discover meaning. They need to ensure their interpretations and analysis are unusual and creative. They need to be able to see beyond the obvious.</p> <p>collaboration/Teamwork</p> <p>Students will work in teams to revise their knowledge and improve their responses. They will also work together to challenge ideas and opinions.</p> <p>Speaking</p> <p>Students need to use speech in creative and purposeful ways. They will use discussion to express their views and that of others. They will gain confidence in using specific drama vocabulary.</p>			

	<p>Speaking</p> <p>Pupils will develop vocal skills to engage and emotionally influence an audience. They will also give oral feedback and use discussion in groups.</p> <ul style="list-style-type: none"> rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning. Using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Speaking with clarity for an examined performance 		
Aspirations & Careers	<p>careers</p> <p>Pupils learn about the rehearsal process in the professional theatre and consider the impact of theatre of the paying public. They add further knowledge and skills to their professional repertoire. They learn of job roles in theatre and what this entails.</p> <p>Essential personal/ life skills continue to be developed .e.g perseverance, resilience, leadership, creativity</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS4.</p> <p>Cultural capital</p> <p>Pupils are introduced to a vast range of scripts from different eras and genres, widening their knowledge of theatre texts. They can begin to see the endless possibilities of theatre.</p>	<p>careers</p> <p>Students consolidate prior learning about job roles, different areas of production and the work of practitioner's in various fields of theatre. They can discover more about careers in theatre design.</p> <p>Cultural capital</p> <p>Pupils learn about a range of theatre genres, styles and conventions. They experience a range of contrasting theatre.</p>	

<ul style="list-style-type: none"> Basic (Lower Ability End Points)	<p>Clear</p> (Middle Ability End Points)	<p>Detailed</p> (Higher Ability End Points)
<ul style="list-style-type: none"> develop more complex ideas for performance with greater success at communicating meaning apply theatrical skills with growing confidence to achieve several artistic intentions 	<ul style="list-style-type: none"> develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively apply theatrical skills competently and coherently to realise artistic intentions demonstrate secure knowledge and 	<ul style="list-style-type: none"> develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact apply theatrical skills skilfully and effectively to realise artistic intentions demonstrate breadth and depth of

<ul style="list-style-type: none"> • Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
<ul style="list-style-type: none"> • demonstrate growing knowledge and understanding of developing and performing drama, using specialist terminology appropriately • produce detailed comments and some analysis and evaluation of drama seen and made 	<p>understanding of developing and performing drama, using specialist terminology appropriately</p> <ul style="list-style-type: none"> • produce detailed and coherent analysis and evaluation of drama seen and made 	<p>knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively</p> <ul style="list-style-type: none"> • produce perceptive and well-informed critical analysis and evaluation of drama seen and made