

# Drama Year 11 Curriculum End Points and key vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1
Unit of Work	<p><b>Rehearsal and preparation</b> <i>GCSE Exam component 3 – scripted performance.</i></p> <p><i>Introduction of Live Theatre</i> <i>Review writing</i></p>	<p><b>GCSE Examination</b> <b>Component 3: Scripts in practice</b></p> <p><b>Live Theatre Review Writing</b></p>	<p><b>GCSE Examination Component 1</b> <b>preparation: Written Exam</b> <b>Live Theatre</b> <b>Set text</b> <b>Key Drama knowledge</b></p>	<p><b>GCSE Examination Component 1: Understanding Drama</b></p>
Ethos Links	<p><b>Stem:</b> Links to current topics and roles within society. Creativity, long and short-term memory.</p> <p><b>Character:</b> Students will learn the responsibility of their characters role in society and the effect of their choices.</p> <p><b>Learning Habit:</b> Social, cognitive – listening, communicating, planning &amp; organising, making links, applying knowledge.</p>	<p><b>Stem:</b> Links to current topics and roles within society. Creativity, long and short-term memory.</p> <p><b>Character:</b> Students will learn the responsibility of their characters role in society and the effect of their choices.</p> <p><b>Learning Habit:</b> Social, cognitive – listening, communicating, planning &amp; organising, making links, applying knowledge.</p>	<p><b>Stem:</b> Links to current topics, innovation, creative, modern-day technology, evaluation, analysis. Development of design elements, knowledge, and choices to communicate meaning.</p> <p><b>Character:</b> Students will learn the responsibility of theatre-makers and how their choices reflective context and meaning to an audience. Students will analyse, evaluate and decide on their own theatre-making choices to communicate meaning.</p> <p><b>Learning Habit:</b> Social, Cognitive, Reflective, Emotional – Questioning, thinking, analysis, evaluation, creating, imagining, innovation, resilience.</p>	<p><b>Stem:</b> Links to current topics, innovation, creative, modern-day technology, evaluation, analysis. Development of design elements, knowledge, and choices to communicate meaning.</p> <p><b>Character:</b> Students will learn the responsibility of theatre-makers and how their choices reflective context and meaning to an audience. Students will analyse, evaluate and decide on their own theatre-making choices to communicate meaning.</p> <p><b>Learning Habit:</b> Social, Cognitive, Reflective, Emotional – Questioning, thinking, analysis, evaluation, creating, imagining, innovation, resilience.</p>
Knowledge	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➤ How to use performance space and spatial relationships onstage.</li> <li>➤ Show relationships between performers and the audience.</li> <li>➤ Interpret character vocal skills.</li> <li>➤ Interpret character physical skills.</li> </ul>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➤ How to use performance space and spatial relationships onstage.</li> <li>➤ Show relationships between performers and the audience.</li> <li>➤ Interpret character vocal skills.</li> <li>➤ Interpret character physical skills.</li> </ul>	<p>By the end of this unit students will know and understand:</p> <p>Live Theatre Review:</p> <ul style="list-style-type: none"> <li>➤ Analyse and evaluate the work of live theatre makers (performers and designers).</li> </ul>	<p>By the end of this unit students will know and understand:</p> <p>Live Theatre Review:</p> <ul style="list-style-type: none"> <li>➤ Analyse and evaluate the work of live theatre makers (performers and designers).</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Understand social, cultural and historical context.</li> <li>➤ Theatrical conventions of the time period.</li> <li>➤ Realise an artistic intention in a text-based Drama.</li> <li>➤ Create and perform two extracts from one play.</li> <li>➤ Commit dialogue to memory.</li> <li>➤ Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance.</li> </ul> <p>Live Theatre Review:</p> <ul style="list-style-type: none"> <li>➤ Analyse and evaluate the work of live theatre makers (performers and designers).</li> <li>➤ Interpret what messages are being communicated in a production seen.</li> <li>➤ Analyse and evaluate the skills demonstrated by the performers and how they communicated meaning to the audience.</li> <li>➤ Analyse and evaluate the skills demonstrated by the designers and how they communicated meaning to the audience.</li> <li>➤ Understand the plot, character, style, genre, and context of the Live Theatre production.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand social, cultural and historical context.</li> <li>➤ Theatrical conventions of the time period.</li> <li>➤ Realise an artistic intention in a text-based Drama.</li> <li>➤ Create and perform two extracts from one play.</li> <li>➤ Commit dialogue to memory.</li> <li>➤ Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance.</li> </ul> <p>Live Theatre Review:</p> <ul style="list-style-type: none"> <li>➤ Analyse and evaluate the work of live theatre makers (performers and designers).</li> <li>➤ Interpret what messages are being communicated in a production seen.</li> <li>➤ Analyse and evaluate the skills demonstrated by the performers and how they communicated meaning to the audience.</li> <li>➤ Analyse and evaluate the skills demonstrated by the designers and how they communicated meaning to the audience.</li> <li>➤ Understand the plot, character, style, genre, and context of the Live Theatre production.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interpret what messages are being communicated in a production seen.</li> <li>➤ Analyse and evaluate the skills demonstrated by the performers and how they communicated meaning to the audience.</li> <li>➤ Analyse and evaluate the skills demonstrated by the designers and how they communicated meaning to the audience.</li> <li>➤ Understand the plot, character, style, genre, and context of the Live Theatre production.</li> </ul> <p>Set text:</p> <ul style="list-style-type: none"> <li>➤ Understand the characteristics and context of the whole of studied set text.</li> <li>➤ Explore ideas for how the set text play may be interpreted practically.</li> <li>➤ Linking design and context and/or theatrical conventions to a set text.</li> </ul> <p>Drama Knowledge: Review prior knowledge of design and theatrical conventions.</p>	<ul style="list-style-type: none"> <li>➤ Interpret what messages are being communicated in a production seen.</li> <li>➤ Analyse and evaluate the skills demonstrated by the performers and how they communicated meaning to the audience.</li> <li>➤ Analyse and evaluate the skills demonstrated by the designers and how they communicated meaning to the audience.</li> <li>➤ Understand the plot, character, style, genre, and context of the Live Theatre production.</li> </ul> <p>Set text:</p> <ul style="list-style-type: none"> <li>➤ Understand the characteristics and context of the whole of studied set text.</li> <li>➤ Explore ideas for how the set text play may be interpreted practically.</li> <li>➤ Linking design and context and/or theatrical conventions to a set text.</li> </ul> <p>Drama Knowledge: Review prior knowledge of design and theatrical conventions.</p>
<b>Key Vocabulary</b>	<i>Genre</i> <i>Structure</i> <i>Character</i> <i>Form</i> <i>Style</i> <i>Language</i>	<i>Genre</i> <i>Structure</i> <i>Character</i> <i>Form</i> <i>Style</i> <i>Language</i>	<i>Accent</i> <i>Analyse</i> <i>Artistic intention</i> <i>Blackout</i> <i>Body language</i> <i>Centre stage</i> <i>Character</i>	<i>Accent</i> <i>Analyse</i> <i>Artistic intention</i> <i>Blackout</i> <i>Body language</i> <i>Centre stage</i> <i>Character</i>

	<p><i>Sub-text</i>  <i>Character motivation</i>  <i>Character interaction</i>  <i>Mood</i>  <i>Atmosphere</i>  <i>Period</i>  <i>Pace</i>  <i>Rhythm</i>  <i>Stage directions</i>  <i>Research</i>  <i>Develop</i>  <i>Rehearse</i>  <i>Refine</i>  <i>Adapt</i>  <i>Analyse</i>  <i>Evaluate</i>  <i>Contribution</i>  <i>Artistic Intention</i>  <i>Social, cultural, historical context</i>  <i>Theatrical conventions</i>  <i>Reflective</i>  <i>Stage directions</i></p>	<p><i>Sub-text</i>  <i>Character motivation</i>  <i>Character interaction</i>  <i>Mood</i>  <i>Atmosphere</i>  <i>Period</i>  <i>Pace</i>  <i>Rhythm</i>  <i>Stage directions</i>  <i>Research</i>  <i>Develop</i>  <i>Rehearse</i>  <i>Refine</i>  <i>Adapt</i>  <i>Analyse</i>  <i>Evaluate</i>  <i>Contribution</i>  <i>Artistic Intention</i>  <i>Social, cultural, historical context</i>  <i>Theatrical conventions</i>  <i>Reflective</i>  <i>Stage directions</i></p>	<p><i>Character interaction/motivation</i>  <i>Choral movement</i>  <i>Choral speaking</i>  <i>Clarity of diction</i>  <i>Collaborate</i>  <i>Colour</i>  <i>Communicate meaning</i>  <i>Coordination</i>  <i>Creating</i>  <i>Cross fade</i>  <i>Cue</i>  <i>Cyclorama</i>  <i>Develop</i>  <i>Devise</i>  <i>Dialogue</i>  <i>Digital recording/live streaming</i>  <i>Downstage</i>  <i>Dramatic climax</i>  <i>Dressing</i>  <i>Echo</i>  <i>Effect</i>  <i>Emotional range</i>  <i>End on staging</i>  <i>Evaluate</i>  <i>Facial expression</i>  <i>Fade</i>  <i>Filter</i>  <i>Flat</i>  <i>Flood</i>  <i>Form</i>  <i>Focusing</i>  <i>Fresnel</i>  <i>Functionality</i>  <i>Furnishings</i>  <i>Gait</i>  <i>Gauze</i>  <i>Gel</i>  <i>Genre</i>  <i>Gesture</i>  <i>Gobo</i>  <i>Inflection</i>  <i>Intensity</i></p>	<p><i>Character interaction/motivation</i>  <i>Choral movement</i>  <i>Choral speaking</i>  <i>Clarity of diction</i>  <i>Collaborate</i>  <i>Colour</i>  <i>Communicate meaning</i>  <i>Coordination</i>  <i>Creating</i>  <i>Cross fade</i>  <i>Cue</i>  <i>Cyclorama</i>  <i>Develop</i>  <i>Devise</i>  <i>Dialogue</i>  <i>Digital recording/live streaming</i>  <i>Downstage</i>  <i>Dramatic climax</i>  <i>Dressing</i>  <i>Echo</i>  <i>Effect</i>  <i>Emotional range</i>  <i>End on staging</i>  <i>Evaluate</i>  <i>Facial expression</i>  <i>Fade</i>  <i>Filter</i>  <i>Flat</i>  <i>Flood</i>  <i>Form</i>  <i>Focusing</i>  <i>Fresnel</i>  <i>Functionality</i>  <i>Furnishings</i>  <i>Gait</i>  <i>Gauze</i>  <i>Gel</i>  <i>Genre</i>  <i>Gesture</i>  <i>Gobo</i>  <i>Inflection</i>  <i>Intensity</i></p>
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			<p><i>Intonation and phrasing</i></p> <p><i>Language</i></p> <p><i>Lantern</i></p> <p><i>Levels</i></p> <p><i>Location</i></p> <p><i>Material</i></p> <p><i>Microphone</i></p> <p><i>Mood and atmosphere</i></p> <p><i>Movement</i></p> <p><i>Multimedia</i></p> <p><i>Naturalism</i></p> <p><i>Pace</i></p> <p><i>Pause</i></p> <p><i>Performance conventions</i></p> <p><i>Performance space</i></p> <p><i>Period</i></p> <p><i>Physical theatre</i></p> <p><i>Pitch</i></p> <p><i>Plot</i></p> <p><i>Positioning</i></p> <p><i>Posture</i></p> <p><i>Profile</i></p> <p><i>Projection (vocal)</i></p> <p><i>Promenade staging</i></p> <p><i>Proscenium arch staging</i></p> <p><i>Prop</i></p> <p><i>Refine</i></p> <p><i>Rehearse</i></p> <p><i>Research</i></p> <p><i>Revolve</i></p> <p><i>Rigging</i></p> <p><i>Rhythm</i></p> <p><i>Shadow</i></p> <p><i>Shape</i></p> <p><i>Social, cultural and historical context</i></p> <p><i>Soundscape</i></p> <p><i>Spatial relationships</i></p> <p><i>Special effect</i></p> <p><i>Stage directions</i></p> <p><i>Staging configuration</i></p> <p><i>Stage positioning</i></p> <p><i>Stimuli</i></p>	<p><i>Intonation and phrasing</i></p> <p><i>Language</i></p> <p><i>Lantern</i></p> <p><i>Levels</i></p> <p><i>Location</i></p> <p><i>Material</i></p> <p><i>Microphone</i></p> <p><i>Mood and atmosphere</i></p> <p><i>Movement</i></p> <p><i>Multimedia</i></p> <p><i>Naturalism</i></p> <p><i>Pace</i></p> <p><i>Pause</i></p> <p><i>Performance conventions</i></p> <p><i>Performance space</i></p> <p><i>Period</i></p> <p><i>Physical theatre</i></p> <p><i>Pitch</i></p> <p><i>Plot</i></p> <p><i>Positioning</i></p> <p><i>Posture</i></p> <p><i>Profile</i></p> <p><i>Projection (vocal)</i></p> <p><i>Promenade staging</i></p> <p><i>Proscenium arch staging</i></p> <p><i>Prop</i></p> <p><i>Refine</i></p> <p><i>Rehearse</i></p> <p><i>Research</i></p> <p><i>Revolve</i></p> <p><i>Rigging</i></p> <p><i>Rhythm</i></p> <p><i>Shadow</i></p> <p><i>Shape</i></p> <p><i>Social, cultural and historical context</i></p> <p><i>Soundscape</i></p> <p><i>Spatial relationships</i></p> <p><i>Special effect</i></p> <p><i>Stage directions</i></p> <p><i>Staging configuration</i></p> <p><i>Stage positioning</i></p> <p><i>Stimuli</i></p>
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			<i>Style</i> <i>Subtext</i> <i>Texture</i> <i>Theatre in the round staging</i> <i>Theatrical conventions</i> <i>Thrust staging</i> <i>Tragedy</i> <i>Traverse staging</i> <i>Trucks</i> <i>Upstage</i> <i>Volume</i>	<i>Style</i> <i>Subtext</i> <i>Texture</i> <i>Theatre in the round staging</i> <i>Theatrical conventions</i> <i>Thrust staging</i> <i>Tragedy</i> <i>Traverse staging</i> <i>Trucks</i> <i>Upstage</i> <i>Volume</i>
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