Drama Year 11 Curriculum End Points and key vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1
Unit of Work	**Rehearsal and preparation** ***GCSE Exam component 3 – scripted performance.*** **GCSE Examination Component 1: Understanding Drama**	**GCSE Examination Component 3: Scripts in practice** **GCSE Examination Component 1: Understanding Drama**	**GCSE Examination Component 1 preparation: Written Exam**	**GCSE Examination Component 1: Understanding Drama**
Ethos Links	**Stem:** Links to current topics and roles within society. Creativity, long and short-term memory. **Character:** Students will learn the responsibility of their characters role in society and the effect of their choices. **Learning Habit:** Social, cognitive – listening, communicating, planning & organising, making links, applying knowledge.	**Stem:** Links to current topics and roles within society. Creativity, long and short-term memory. **Character:** Students will learn the responsibility of their characters role in society and the effect of their choices. **Learning Habit:** Social, cognitive – listening, communicating, planning & organising, making links, applying knowledge.	**Stem:** Links to current topics, innovation, creative, modern-day technology, evaluation, analysis. Development of design elements, knowledge, and choices to communicate meaning. **Character:** 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. **Learning Habit:** Social, Cognitive, Reflective, Emotional – Questioning, thinking, analysis, evaluation, creating, imagining, innovation, resilience.	**Stem:** Links to current topics, innovation, creative, modern-day technology, evaluation, analysis. Development of design elements, knowledge, and choices to communicate meaning. **Character:** 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. **Learning Habit:** Social, Cognitive, Reflective, Emotional – Questioning, thinking, analysis, evaluation, creating, imagining, innovation, resilience.
Knowledge	By the end of this unit students will know and understand: ➢ How to use performance space and spatial relationships onstage. ➢ Show relationships between performers and the audience. ➢ Interpret character vocal skills. ➢ Interpret character physical skills.	By the end of this unit students will know and understand: ➢ How to use performance space and spatial relationships onstage. ➢ Show relationships between performers and the audience. ➢ Interpret character vocal skills. ➢ Interpret character physical skills.	By the end of this unit students will know and understand: Live Theatre Review: ➢ Analyse and evaluate the work of live theatre makers (performers and designers).	By the end of this unit students will know and understand: Live Theatre Review: ➢ Analyse and evaluate the work of live theatre makers (performers and designers).

	➢ Understand social, cultural and historical context. ➢ Theatrical conventions of the time period. ➢ Realise an artistic intention in a text-based Drama. ➢ Create and perform two extracts from one play. ➢ Commit dialogue to memory. ➢ Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance. Live Theatre Review: ➢ Analyse and evaluate the work of live theatre makers (performers and designers). ➢ Interpret what messages are being communicated in a production seen. ➢ Analyse and evaluate the skills demonstrated by the performers and how they communicated meaning to the audience. ➢ Analyse and evaluate the skills demonstrated by the designers and how they communicated meaning to the audience. ➢ Understand the plot, character, style, genre, and context of the Live Theatre production.	➢ Understand social, cultural and historical context. ➢ Theatrical conventions of the time period. ➢ Realise an artistic intention in a text-based Drama. ➢ Create and perform two extracts from one play. ➢ Commit dialogue to memory. ➢ Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance. Live Theatre Review: ➢ Analyse and evaluate the work of live theatre makers (performers and designers). ➢ Interpret what messages are being communicated in a production seen. ➢ Analyse and evaluate the skills demonstrated by the performers and how they communicated meaning to the audience. ➢ Analyse and evaluate the skills demonstrated by the designers and how they communicated meaning to the audience. ➢ Understand the plot, character, style, genre, and context of the Live Theatre production.	➢ Interpret what messages are being communicated in a production seen. ➢ Analyse and evaluate the skills demonstrated by the performers and how they communicated meaning to the audience. ➢ Analyse and evaluate the skills demonstrated by the designers and how they communicated meaning to the audience. ➢ Understand the plot, character, style, genre, and context of the Live Theatre production. Set text: ➢ Understand the characteristics and context of the whole of studied set text. ➢ Explore ideas for how the set text play may be interpreted practically. ➢ Linking design and context and/or theatrical conventions to a set text. Drama Knowledge: Review prior knowledge of design and theatrical conventions.	➢ Interpret what messages are being communicated in a production seen. ➢ Analyse and evaluate the skills demonstrated by the performers and how they communicated meaning to the audience. ➢ Analyse and evaluate the skills demonstrated by the designers and how they communicated meaning to the audience. ➢ Understand the plot, character, style, genre, and context of the Live Theatre production. Set text: ➢ Understand the characteristics and context of the whole of studied set text. ➢ Explore ideas for how the set text play may be interpreted practically. ➢ Linking design and context and/or theatrical conventions to a set text. Drama Knowledge: Review prior knowledge of design and theatrical conventions.
Key Vocabulary	*Genre* *Structure* *Character* *Form* *Style* *Language*	*Genre* *Structure* *Character* *Form* *Style* *Language*	*Accent* *Analyse* *Artistic intention* *Blackout* *Body language* *Centre stage* *Character*	*Accent* *Analyse* *Artistic intention* *Blackout* *Body language* *Centre stage* *Character*

	Sub-text *Character motivation* *Character interaction* *Mood* *Atmosphere* *Period* *Pace* *Rhythm* *Stage directions* *Research* *Develop* *Rehearse* *Refine* *Adapt* *Analyse* *Evaluate* *Contribution* *Artistic Intention* *Social, cultural, historical context* *Theatrical conventions* *Reflective* *Stage directions*	*Sub-text* *Character motivation* *Character interaction* *Mood* *Atmosphere* *Period* *Pace* *Rhythm* *Stage directions* *Research* *Develop* *Rehearse* *Refine* *Adapt* *Analyse* *Evaluate* *Contribution* *Artistic Intention* *Social, cultural, historical context* *Theatrical conventions* *Reflective* *Stage directions*	*Character interaction/motivation* *Choral movement* *Choral speaking* *Clarity of diction* *Collaborate* *Colour* *Communicate meaning* *Coordination* *Creating* *Cross fade* *Cue* *Cyclorama* *Develop* *Devise* *Dialogue* *Digital recording/live streaming* *Downstage* *Dramatic climax* *Dressing* *Echo* *Effect* *Emotional range* *End on staging* *Evaluate* *Facial expression* *Fade* *Filter* *Flat* *Flood* *Form* *Focusing* *Fresnel* *Functionality* *Furnishings* *Gait* *Gauze* *Gel* *Genre* *Gesture* *Gobo* *Inflection* *Intensity*	*Character interaction/motivation* *Choral movement* *Choral speaking* *Clarity of diction* *Collaborate* *Colour* *Communicate meaning* *Coordination* *Creating* *Cross fade* *Cue* *Cyclorama* *Develop* *Devise* *Dialogue* *Digital recording/live streaming* *Downstage* *Dramatic climax* *Dressing* *Echo* *Effect* *Emotional range* *End on staging* *Evaluate* *Facial expression* *Fade* *Filter* *Flat* *Flood* *Form* *Focusing* *Fresnel* *Functionality* *Furnishings* *Gait* *Gauze* *Gel* *Genre* *Gesture* *Gobo* *Inflection* *Intensity*

			Intonation and phrasing *Language* *Lantern* *Levels* *Location* *Material* *Microphone* *Mood and atmosphere* *Movement* *Multimedia* *Naturalism* *Pace* *Pause* *Performance conventions* *Performance space* *Period* *Physical theatre* *Pitch* *Plot* *Positioning* *Posture* *Profile* *Projection (vocal)* *Promenade staging* *Proscenium arch staging* *Prop* *Refine* *Rehearse* *Research* *Revolve* *Rigging* *Rhythm* *Shadow* *Shape* *Social, cultural and historical context* *Soundscape* *Spatial relationships* *Special effect* *Stage directions* *Staging configuration* *Stage positioning* *Stimuli*	*Intonation and phrasing* *Language* *Lantern* *Levels* *Location* *Material* *Microphone* *Mood and atmosphere* *Movement* *Multimedia* *Naturalism* *Pace* *Pause* *Performance conventions* *Performance space* *Period* *Physical theatre* *Pitch* *Plot* *Positioning* *Posture* *Profile* *Projection (vocal)* *Promenade staging* *Proscenium arch staging* *Prop* *Refine* *Rehearse* *Research* *Revolve* *Rigging* *Rhythm* *Shadow* *Shape* *Social, cultural and historical context* *Soundscape* *Spatial relationships* *Special effect* *Stage directions* *Staging configuration* *Stage positioning* *Stimuli*

			Style *Subtext* *Texture* *Theatre in the round staging* *Theatrical conventions* *Thrust staging* *Tragedy* *Traverse staging* *Trucks* *Upstage* *Volume*	*Style* *Subtext* *Texture* *Theatre in the round staging* *Theatrical conventions* *Thrust staging* *Tragedy* *Traverse staging* *Trucks* *Upstage* *Volume*