|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Year 11 Curriculum Overview [2022-2023]**  **Subject - Drama** | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Devising Coursework** | To create a piece of theatre from a given stimulus | | * Present students with a range of stimuli based on journeys. These are installations the students can look and touch. * Pupils are to work in given groups to explore the ideas presented to them and create a group performance in response to this in a given style | * Stimuli * Stanislavski- naturalism * Brecht * Artaud * TIE * Rules of the mask | * Oracy * Discussion * Debate * Script writing * Understanding of language used by different characters | * Oracy * Discussion * Team Work * Problem Solving * Empathy and understanding of others * Time management | Final performance of the devised piece marked by AQA |
| **Written Coursework** | To complete a 3-part written assignment documenting the journey of their devised piece | | * Section 1: Response to a stimulus * In this section students are expected to explain their initial ideas, research and intentions for the devised piece. * Section 2: Development and collaboration * In this section students are expected to explain the process they undertook to refine their initial ideas and intentions into a final devised piece * Section 3: Analysis and evaluation * This section offers students the opportunity to demonstrate their analytical and evaluative skills with respect to their own devised work. Students are expected to analyse and evaluate the ways in which they individually contributed to the devising process as a whole and to the final devised piece, exploring their strengths and the learning opportunities taken from the experience. | Knowledge of their performance, the stimulus given, the group work they completed, their performance | * Structuring whole texts * Correct grammatical and sentence structures * crafting analytical sentences * Accuracy of written expression | * Extended writing and developing opinions/knowledge of the world * Analytical skill and resilience | Final written analysis of the devised piece marked by AQA |
| **Blood Brothers** | To understand the key concepts in Blood Brothers | | * To understand the themes in Blood Brothers * To understand the context of Mrs Johnstone and Mrs Lyons characters in Blood Brothers * Social & historical context of the play * Structure, genre and literary influences of the play * Characterisation and how they embody core values in society/symbolic meaning * To explore the role of the narrator within the play * Key themes through the play |  | * Oracy * Discussion * Debate * Script writing * Understanding of language used by different characters * Reading a script out loud | * Extended writing and developing opinions/knowledge of the world * Analytical skill and resilience | Summative assessment through Mock Exam |