

Year 11 GCSE Drama: Curriculum Overview

Year 11 GCSE Drama students will continue to develop and refine their performance skills, whilst consolidating their knowledge and understanding of published Drama and theatre operations. This year, students will continue to devise their own dramatic work, evaluating and analysing the success of this in line with how successful group aims have been met and accurate exploration of the human condition has been achieved. This is further secured in the study of published scripts in which interpretations and performances are also measured in line with the original playwrights aims and intentions.

| | | Scheme 1: Devising Drama – Evaluation and Analysis (Component 2) | Scheme 2: Crafting Blood Brothers <i>Age/Change/Relationships Intimacy and distance</i> (Component 1) | Scheme 3: Live Theatre – Developing analysis and evaluation. <i>Changes and developments</i> (Component 1) | Scheme 4: Texts in Practice – Interpreting and performing published drama. (Component 3) | Scheme 5: Mastering - Blood Brothers – <i>Influences: Love, Violence, Superstition, Popular culture</i> (Component 1) | Scheme 6: GCSE Drama ‘Exam Ready’ (Component 1) |
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| GCSE DRAMA | KNOWLEDGE | <p><u>Core</u> Finalise and refine devised drama. Communicate and realise artistic aims and intentions in final performance. Analyse and evaluate the process, and success, of devising drama. <u>Themes/Concepts</u> Relationships Identity Love and loss Conflict</p> | <p><u>Core</u> Craft an understanding of Russell’s emotional intention for the audience across the performance. To explore the presentation of age across the script. To explore changes in age and dynamics in relationships across the script. Using design elements to convey ideas and change. <u>Themes/Concepts</u> Childhood vs. Adulthood Age and maturity Marriage and loyalty Jealousy Social class</p> | <p><u>Core</u> Refine study of pivotal moments of performance, linked to audience/character relationship. Track changes in character feeling and attitude. Analysing performance interaction and use of performance space. <u>Themes/Concepts</u> Gender Acceptance Family Social class/Inequality Identity Isolation/Unity</p> | <p><u>Core</u> Interpret a variety of dramatic texts. Use performance skills to realise dramatic intentions of established playwrights. Explore the content, characterisation and influential context that shapes a play script. <u>Themes/Concepts</u> Love and relationships Social class Gender Dependence/Independence Age Culture (Northern) Dramatic vignette/ Monologue/Duologue</p> | <p><u>Core</u> Refine study of the text considering wider influences on characters and relationships. Track the influence of external factors on core characters across the script. <u>Themes/Concepts</u> Violence and class Supernatural/Fate Gender stereotypes/roles Love and relationships Nature vs. nurture</p> | <p><u>Core</u> Consolidate core knowledge and skills across the exam paper – understanding strategies for success. Determine fundamental decisions for the performance of key characters across both design and delivery of text. <u>Themes/Concepts</u> Social class Inequality Poverty/Wealth Duality Tragedy Gender Acceptance Family Love and relationships</p> |
| | SKILLS | <p><u>Practical</u> Continue to refine both individual performance skills and the skills of others in rehearsals. Final hot seating opportunity to secure characterisation. Incorporate prop, costume, and lighting to realise dramatic aims.</p> | <p><u>Practical</u> Vocal and physical skills to convey differences in age, maturity, and experience. Use of performance space, interacting with others, to explore intimacy between characters. Craft use of performance space and physical skills to explore distance between characters.</p> | <p><u>Practical</u> Continue to observe key moments in performance – making connections between the actors’ choices across the performance. Use performance to trial alternative approaches to staging/interaction, considering the effect of such changes.</p> | <p><u>Practical</u> Take an equal and active role in the process of interpreting the text. Refine vocal and physical skills through characterisation – trialling different approaches. Using staging, costume, and props to realise playwright’s aims.</p> | <p><u>Practical</u> Developed consideration of characterisation representing the influence of external factors. Craft various approaches to musical numbers to reflect themes influential on characters. Physical approaches to violence in performance.</p> | <p><u>Practical</u> Hot seating exercises to affirm understanding of character/change in character. Map out use of performance space in key moments to exhibit relationships and dynamics.</p> |
| | | <p><u>Writing</u> Analyse and evaluate how theatrical skills have been developed, how they have benefitted the overall piece through their performance and how the group shaped the positive outcome of the performance. Identify areas for improvement.</p> | <p><u>Writing</u> Explain a variety of design ideas linked to character and place. Explain vocal/physical choices in key lines of dialogue. Explain choices of performance space and relationships. Continue in-depth study of key characters across the text.</p> | <p><u>Writing</u> Develop personal analysis of the performance/actors’ choices, utilising dramatic terminology effectively. Evaluate the success of all theatrical elements linked to communicating meaning to the audience.</p> | <p><u>Writing</u> Explain individual interpretation of character/characters and how performance choices will establish this. Justify intentions for the audience experience, linked to individual interpretation and playwright’s original aims.</p> | <p><u>Writing</u> Description and explanation of key performance choices, conveying good knowledge on the text as student rationale. Demonstrate an extensive knowledge of theatrical choices and techniques applicable to both the given extract and wider performance.</p> | <p><u>Writing</u> Preparation and practice of exam-ready strategies across the paper. Revision of theatre roles and terminology including stage positioning. Connections between character development and key moments.</p> |