

## YEAR 11 DRAMA

<b>DRAMA Y11 INTENT</b>	In Year 10, students will study the set text 'Blood Brothers' by Willy Russell, using a combination of practical and written activities, culminating in a trial written exam. Students will also experience a trial scripted exam in which they will rehearse and perform two scripted extracts from the set text, and will be filmed and examined against the scripted exam criteria. Students will explore the text's design elements and learn how to use their voice and physical skills in the performance or the play, as well as how to write about the play which they will be able to demonstrate in performance/design and in their written work. Students will also watch and study 'Metamorphosis' by Splendid Productions and develop their descriptive, analytical and evaluative skills. In preparation for the devising exam which will commence in the autumn of year 11, students will also complete a unit of work exploring a brief history of western theatre and the key texts and practitioners that have shaped and influenced modern theatre.
---------------------------------	--

<b>Exam Information (Y10-11)</b>	<b>Board:</b>	AQA
	<b>Qualification:</b>	GCSE Drama
	<b>Website link to specification/resources:</b>	<a href="#">AQA   Drama   GCSE   Drama</a>

Autumn 1	Autumn 2	Autumn 2	Spring 2	Summer 2	Spring 1	Spring 2
<b>Unit 2 Devising Drama: Performance and Coursework</b>		<b>Unit 3 Understanding Drama: Revision – Set Text – Blood Brothers by Willy Russell, Theatre Roles and Responsibilities, Stage Configurations, Stage Positioning, Response to Live Theatre – 'Metamorphosis by Splendid Productions'</b>			<b>Unit 3 Texts in Practice: Performance</b>	
<p>How do I devise from a stimulus?</p> <p>How can I devise and rehearse effectively, shaping my work with a variety of theatrical skills, in and out of lessons, in order to develop an outstanding piece of theatre?</p> <p>How can I effectively work as part of a large ensemble?</p> <p>How do I structure and refine my writing to document all aspects of the devising process effectively?</p>		<p><b>Exam Content</b></p> <ul style="list-style-type: none"> <li>○ What are the 9 different stage positions?</li> <li>○ What are the different roles and responsibilities in the theatre?</li> <li>○ What are the 6 different stage configurations?</li> <li>○ Who are the main characters in Blood Brothers and what are their individual character journeys?</li> <li>○ How do I show a character's evolution through the play using my vocal and physical skills?</li> <li>○ How would I use my vocal and physical skills to perform the main characters in Blood Brothers?</li> <li>○ What is the historical, social and political setting of the set text and how does this inform the play?</li> <li>○ What are the themes of the play?</li> <li>○ How can I design a costume to reflect a character's age, personality and class?</li> <li>○ What kind of set design is suitable for Blood Brothers? Can I design a suitable set for a specific scene in the play?</li> <li>○ What sound or lighting effects can I design to enhance a particular scene in Blood Brothers?</li> <li>○ How can I describe, analyse and evaluate live theatre and specifically 'Metamorphosis by Splendid Theatre'?</li> </ul> <p><b>Effective Exam Practice</b></p> <p><b>Retrieval</b></p> <p><b>Timing</b></p> <p><b>Language of exam</b></p> <p><b>Familiarisation using actual questions papers</b></p> <p><b>Timed practice</b></p> <p><b>Reflection/analysis of Year 10 exam</b></p>			<p>How can I identify a key extract which will give me optimum performance opportunities?</p> <p>How can I use my vocal and physical skills to interpret a scripted character in performance?</p> <p>How can I shape and structure my performance of a scripted extract so that it is appropriate to text?</p> <p>How can I develop my performance skills so that I can perform a scripted extract confidently and proficiently?</p> <p>How can I respond to and act on ongoing feedback, to develop and enhance my performance?</p>	

<p>Can do statement 3 (M): I can make outstanding contributions to the devising process working from a stimulus, in rehearsal and performance. I can use my knowledge of Theatre Practitioners and Genre to shape my work with a wide range of theatrical skills that are sustained and developed throughout the piece. I can describe, analyse and evaluate the devising process with detail, clarity and insight</p> <p>Can do statement 2 (S): ): I can contribute well to the devising process working from a stimulus, in rehearsal and performance. I can use knowledge of Theatre Practitioners and Genre to shape my work with a range of theatrical skills that are mostly developed throughout the piece. I can describe, analyse and evaluate the devising process well.</p> <p>Can do statement 3 (D): ): I can make some contributions to the devising process working from a stimulus, in rehearsal and performance. I can use developing knowledge of Theatre Practitioners and Genre to shape my work with some theatrical skills that evident in the devised piece although they may not always be sustained or refined. I am developing my ability to describe, analyse and evaluate the devising process.</p>	<p>Can do statement 3 (M): I can confidently and correctly identify job roles and responsibilities in the theatre alongside a variety of stage configurations and the 9 different positions on stage. I can write with clarity, depth and insight about the performance and design elements of the set text and demonstrate an outstanding understanding of the themes, characters, style and context of the play, and how they are communicated in performance. I can confidently describe, analyse and evaluate live theatre with clarity, depth and insight.</p> <p>Can do statement 3 (S): I can correctly identify job roles and responsibilities in the theatre alongside a variety of stage configurations and the 9 different positions on stage. I can write clearly, about the performance and design elements of the set text and demonstrate a solid understanding of the themes, characters, style and context of the play, and how they are communicated in performance. I can describe, analyse and evaluate live theatre well.</p> <p>Can do statement 3 (D): I can sometimes identify job roles and responsibilities in the theatre alongside some stage configuration. I can sometimes identify the 9 different positions on stage, although I can mix these up. I can write about some elements of the performance and design elements of the set text and I can demonstrate a developing understanding of the themes, characters, style and context of the play and I can show a developing understanding of how they are communicated in performance. I am developing the ability to describe, analyse and evaluate live theatre.</p>	<p>Can do statement 3 (M): I can read and understand a substantial published play text with clarity and insight, and can translate that depth of understanding into performance, identifying two key extracts to perform. I can perform these extracts with wide range of highly sustained and developed theatrical skills, appropriate to the piece.</p> <p>Can do statement 2 (S) : I can read and understand a substantial published play text, and can translate that into performance, identifying two key extracts to perform. I can perform these extracts well, with a range of theatrical skills, appropriate to the piece.</p> <p>Can do statement 1 (D): I can read and understand some or all of a substantial published play text and, with help, can identify two short key extracts for performance. I am developing my ability to perform a short, scripted piece to an audience and can demonstrate some theatrical skills with developing performance ability.</p>