

Subject: Drama  
Year 11 Curriculum Map

Term/Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	
<b>Key knowledge and skills –</b>  They will gain the ability to ...	Higher tiers and ability: 9-5 Effectively apply performance skills in a devised coursework performance, including very sensitive interaction with other performers, where appropriate, throughout the performance, to successfully realise artistic intentions.	Higher tiers and ability: 9-5 Can use a coursework portfolio to assess and analyse own progress. Can incorporate a range of secondary stimuli. Can use a range of key terminology in a portfolio to develop understanding.	Higher tiers and ability: 9-5 Effectively apply vocal and physical skills, or design skills to a scripted coursework performance. Create coherent and sustained interpretation of the script. Offer effective individual contribution which fully enhances the piece and clearly realises the artistic intentions.	Higher tiers and ability: 9-5 Apply perceptive analysis and evaluation skills to DNA by Dennis Kelly. Discuss context, subtext, and other techniques used within the script. Write as a director to focus on how meaning is communicated in numerous ways and combine to create a coherent message.	Higher tiers and ability: 9-5 AND Foundation tiers and ability: 1-4  Revision of core content for exam for both DNA and Live Theatre.	
	Foundation tiers and ability: 1-4 Apply some performance skills in a devised performance. Offer ideas to a group even if they are not used.	Foundation tiers and ability: 1-4 Can find wider stimuli which link to original stimulus. Can discuss own strengths and weaknesses. Can create a portfolio for coursework which uses basic terminology.	Foundation tiers and ability: 1-4 Apply performing or design skills to realise artistic intentions in scripted coursework performance. Contribute as an individual to the live performance.	Foundation tiers and ability: 1-4 Evaluate set sections of DNA by Dennis Kelly. Focus on the content of the set script section. Discuss simple meanings and indicate how they could be communicated.		
<b>Homework –</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>
<b>Responsive Teaching</b> – how do we assess and feed back to students in this subject (formative and summative )	<ol style="list-style-type: none"> <li>1. Formative - Mini performances at the end of most lessons – peer and teacher verbal feedback</li> <li>2. Formative – Self assessments and improvement plans written on a fortnightly basis</li> <li>3. Summative – Written evaluations marked with S, I, NOW</li> <li>4. Summative – Performance written feedback and video reviews</li> <li>5. Formative – Verbal feedback filmed on work-in-progress performance videos</li> <li>6. Formative – Whole class feedback sheets after key lessons</li> <li>7. Formative – Coloured highlighters used on written work to show S and I</li> <li>8. Formative – Marking of ‘Drafts’ of coursework and mock exam preparation paperwork</li> </ol>					
<b>Termly assessment content</b> – what content will be covered in your termly assessments (the two-week assessment window)?	Mock Component 3 paper – Section A only (45/60 marks)		Full Component 3 mock paper (2019)		Exam	

