



# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

## Learning Overview for Drama

Year Group: 11

Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point and content)	How might this learning be extended?	How will this learning be assessed?	Opportunities for spiritual, moral, social and cultural development and/or Christian distinctiveness
Term 1 and 2 (or 'topic' if teaching order may vary)	RSL  Internal component- Performing Texts	Pupils will rehearse and perform scenes from two texts.  One of these will be from a contemporary text by John Godber and the other will be a soliloquy from Shakespeare's Macbeth.  Pupils will also research these texts and complete coursework which involves them considering the play's context ,	Pupils will be expected to learn their lines for their performances and complete various coursework tasks.	Teacher feedback and peer evaluation during the rehearsal process.  Teacher grading of pass, merit or distinction for both performances (contemporary and modern text).  Teacher grading of pass, merit or distinction for coursework tasks and	<b>Spiritual</b>  Develop confidence in their ability to succeed through thorough preparation.  <b>Moral</b>  Develop their understanding of how to respond to issues, ideas and themes within a text and create and develop performance work which creates meaning for an audience.





# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

	RSL	<p>the language used by the playwright and the demands for the actor and the language used to create a role.</p> <p>Finally they will review their performance detailing their strengths and areas for improvement.</p> <p>Pupils will be told of this year's brief which focuses on innovation and to consider what they may explore over the Christmas break.</p>	<p>Pupils can view examples of both Godber's work and Shakespeare's Macbeth.</p> <p>Pupils could begin to carry out some research on</p>	<p>review of their performance, including what is needed to achieve the grade above (where applicable).</p>	<p><b><u>Social</u></b></p> <p>Understanding how to contribute to group work and support and motivate others in the group.</p> <p><b><u>Cultural</u></b></p> <p>Understand how the context of a play informs its themes, issues and ideas and explore how these can then be expressed within performance.</p>
--	-----	---	--	---	---





# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

	<p>External component</p> <p>Responding to a brief-Innovation.</p> <p>Live performance-performing to a brief.</p>		<p>theatre practitioners /companies.</p>		
<p><b>Terms 3, 4 and 5</b></p>	<p>RSL</p> <p>External component</p> <p>Responding to a brief-Innovation</p> <p>Live performance-performing to a brief.</p>	<p><b><u>Preparation</u></b></p> <p>Over ten hours pupils will take part in a series of workshop and theoretical sessions designed to prepare them for the assessment period on the brief entitled innovation.</p> <p>They will be expected to carry out research both independently and in groups for issues, ideas and themes they wish to explore.</p>	<p>Pupils could research other practitioners and companies and watch live performances/clips.</p>	<p><b><u>Task 1</u></b></p> <p><b>In controlled conditions pupils will complete their statement of personal aims in a computer room.</b></p> <p><b>This will be assessed by the exam board.</b></p>	<p><b><u>Spiritual</u></b></p> <p>Challenge of difficulty of creating and developing original material, learning lines and producing a polished finished performance. Challenge of preparing for extended writing tasks under supervised conditions.</p> <p><b><u>Moral</u></b></p> <p>Exploring and developing understanding of issues and</p>





# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

		<p>Pupils' will be asked to look at some innovative theatre practitioners and performers as directed by their teacher.</p> <p><b><u>Task 1 Developing and planning ideas in response to a brief (7 hours)</u></b></p> <p>Pupils will understand how to respond to a brief through discussion and practical exploration activities</p> <p>Starting points that can be explored to generate ideas in response to the brief of 'innovation' could include:</p> <ul style="list-style-type: none"><li>➤ a theme</li><li>➤ an issue</li></ul>			<p>themes within the brief and communicating this understanding within a performance to create meaning and understanding for an audience.</p> <p><b><u>Social</u></b></p> <p>Developing ability to work in groups using transferable skills such as: team work, negotiation, confidence and communication.</p> <p><b><u>Cultural</u></b></p> <p>Exploration of themes and issues within a brief in order to develop a performance piece which may contain cultural bias or impact.</p>
--	--	--	--	--	--





# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

	<ul style="list-style-type: none"><li>➤ existing repertoire: a play</li><li>➤ variety of stimuli including poetry, prose, art work etc</li></ul> <p>Pupils will undertake research and preparation for the task 1 written task of creating a statement of personal aims.</p> <p>This will be achieved via class and homework with pupils expected to prepare work to a high standard and meet deadlines.</p> <p>Pupils must create a statement of personal aims:</p> <ul style="list-style-type: none"><li>➤ target audience</li><li>➤ theme</li></ul>			
--	--	--	--	--





# ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

		<ul style="list-style-type: none"><li>➤ performance space and health and safety</li><li>➤ running time</li><li>➤ style of work</li></ul> <p>•Pupils will need to work effectively as a member of their group:</p> <ul style="list-style-type: none"><li>➤ making an individual contribution</li><li>➤ responding to the contributions of others</li></ul> <p><b><u>Task 2 (10 hours)</u></b></p> <p>Pupils will be able to plan, rehearse and present a performance to an audience using performance skills.</p>			
--	--	--	--	--	--





# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

		<p>Pupils will need to demonstrate effective use of performance skills and techniques in a performance to their target audience, in response to the brief-innovation.</p> <p>Skills may include:</p> <ul style="list-style-type: none"><li>➤ Vocal skills</li><li>➤ Physical skills</li><li>➤ Techniques and conventions</li><li>➤ interpretative skills: showing time and place, presenting a character, creating humour</li></ul>	<p>Pupils will be need to take part in rehearsals in their groups both in lessons and pre-booked rehearsal slots at lunch time and after school.</p> <p>Pupils will need to learn their lines.</p> <p>Pupils will need to organise costumes and props for use in their assessment as required and to bring these</p>	<p><b><u>Task 2</u></b></p> <p><b>Pupils will perform their piece lasting between 4-10 minutes to a live audience.</b></p>	
--	--	---	--	--	--





# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

		<p>or emotion</p> <p><b><u>Task 3 Evaluation (3 hours)</u></b></p> <p>Learners will evaluate the effectiveness of their performance in response to the brief, considering their strengths and improvements and considering the feedback of others.</p>	<p>to their dress and tech rehearsal.</p> <p>Pupils can read and analyse previous evaluations and the grades they achieved to consider how they can improve their own writing.</p>	<p><b>This will be assessed by the exam board.</b></p> <p><b><u>Task 3</u></b></p> <p>In controlled conditions pupils will complete an evaluation of their performance which discusses their strengths and improvements and considers their feedback from others.</p> <p><b>This will be assessed by the exam board.</b></p>	
--	--	--	--	--	--

