

DRAMA-Age Related Expectations- KS4- Y11

	Age Related Expectations in Year 11		
	Term 1	Term 2	Term 3
Knowledge and Understanding	<p><u>Component 2: Devising Log</u></p> <p>-Students will respond to feedback under the given guidelines and will complete their final draft of their coursework.</p> <p><u>Component 3: Texted Performance</u></p> <p>-Students will have been given their scripts over summer in order that they have the time learn their lines.</p> <p>-Students exploration of the key themes within their scripts, development of understanding of their roles and the relationships between the characters.</p> <p>- During this time, students will be given the opportunity for more directed rehearsals</p> <p>Students will be expected to spend the last 10 minutes of each lesson reflecting on the successes and key moments of the rehearsal. As well as including the time to set a plan and targets to achieve during the following lesson.</p>	<p><u>Component 3: Texted Performance</u></p> <p>Students will have rehearsal time during lesson time to develop their performance to ensure the following...</p> <p>-precision and understanding of character</p> <p>-line learning</p> <p>-smooth transitions between scenes</p> <p>-choreography of movement (if applicable)</p> <p>-planning of the key design elements including lighting, set design and costume design to suit both the nature of the scenes and the individual characters themselves.</p> <p>During this time, each week students will have an allocated time where they can more specific support and feedback on their performance progress. This will allow more specific grading in relation to their rehearsal process and an understanding of student attainment.</p> <p>Students will also have regular opportunities to perform in front of their peers in order to give each other a fresh perspective and key feedback on both their acting and performances.</p>	<p><u>Component 1</u></p> <p>Recapping the key aspects of the exam.</p> <p>Section A: Recall starters of lighting, stage positions, stage types, set types, etc.</p> <p>Section B: Recap key moments key characters, approaches to exam response.</p> <p>Section C: Re-watch theatre performance (if possible) key notes on approaches to exam, pushing for higher marks.</p> <p>Specific focus on the following</p> <p>-comparing responses in order to develop understanding of what is expected in order to achieve each grade.</p> <p>-Key ways in order to push for the higher grades including links to SCHP, specificity, breaking down key terms and approaches.</p> <p>-Recapping the narrative of both Section B and understanding of Section C</p>
	<p>-How to create a performance with the consideration of the playwrights' initial intentions</p> <p>-Working effectively and comprehensively to stay on task within rehearsals</p>	<p>-Independence and organisation of rehearsal schedules and line learning</p> <p>-How to work collaboratively and effectively within a group</p> <p>-Development of team work and communication skills when working in</p>	<p>-How to comment on key aspects of performance constructively</p> <p>-How to consider the interpretations/intentions of performance, especially when not agreed with.</p>

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	<ul style="list-style-type: none"> -Development of team work and communication skills when working in performance groups, creating a balance of listening, supporting and contributing. -How to identify and establish relationships, conflict, tension, emotional connections, comedic value, and integrity of character in performance. -Develop an understanding of subtext and the implications this can have upon a play and an audience. -How to relate social, cultural and political context to the interpretation of a performance. -To independently analyse and evaluate the success of the key stages when creating a devised performance: initial interaction with stimuli, rehearsal and development process, the final performance. 	<ul style="list-style-type: none"> performance groups, creating a balance of listening, supporting and contributing. -How to bring a character to life. -How to establish a connection between characters on stage. -Develop an ability to apply the understanding of practitioners to a given performance including design and approach to acting/rehearsals. -How to identify and establish relationships, conflict, tension, emotional connections, comedic value, and integrity of character in performance. -Develop an understanding of subtext and the implications this can have upon a play and an audience. -How to relate social, cultural and political context to the interpretation of a performance. 	<ul style="list-style-type: none"> -How to write a cohesive evaluative essay on a performance based on a question with either an acting or design focus. -How to consider the approaches and interpretations of character -How to independently identify key approaches to the creation and performance of a character for example, use of voice, use of body, etc. -Discussing interpretations and opinions of a given text in a classroom setting and debating the reasons for a director/actors/designers' interpretation with clear justification. -How to apply practical exploration and understanding to a theoretical approach to written work.
Assessment – students will be able to:	<ul style="list-style-type: none"> -Finalising of coursework will be considered as student's assessment. For this, students will explore their initial interaction with the stimuli, the process of the creation of their performance with specific link to both the stimuli and a key practitioner. The final section of their coursework will be a formal reflection of their final performance, considering their strengths, and any constructive/developmental feedback going forward. 	<ul style="list-style-type: none"> -Students will complete a mock performance where they will be able to gain a working at grade and more specific feedback in preparation for the final performance. Students will then have their final assessed performance which will be externally examined. 	<ul style="list-style-type: none"> -Students will write the equivalent of at least 1 full component 1 paper in timed conditions. Including section A, B and C. There will then be further assessments following the feedback, focusing more specifically on questions the students had struggled in order to address any previous weaknesses/misconceptions.