



Curriculum Plan (Drama)

Year 11	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Term 1	Component Three Set Text DNA <u>DNA by Dennis Kelly</u> Explore the final two acts of the play. Developing knowledge of the characters, themes, language, original performance conditions.	Analysis and evaluation of the text. Focus on the performance and design skills.	Practice questions based on performers, director and designer.	Numeracy: Key dates of when the play was written and first performed Literacy: Able to read individual extracts Key words to describe each character	Curiosity and creativity – Students being to explore and learn and explore about the developing plot of DNA and the themes and moral message of the play.	Theatre in Education Primary Touring show December performance	Studying the environment of gang culture and identity. Exploring the moral within the decisions being made and the effects on all the individual characters.



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Term 2	<p>Component Two – Text in Performance</p> <p>Allocated two performance extracts from a text pre 2000.</p>	<p><u>Skills</u></p> <p>Create imaginative ideas</p> <p>Work inspired by a practitioner</p> <p>Development of characters</p> <p>Analysis of research</p> <p>Evaluation of performance skills</p> <p>Evaluation of impact upon an audience</p>	<p><u>Assessment</u></p> <p>Two performance extracts from the same text. Written performance intentions.</p>	<p><u>Numeracy:</u></p> <p>Word limitations for the written intentions.</p> <p><u>Literacy:</u></p> <p>Use key words based on the key areas of;</p> <p>Physical Voice</p> <p>Stage</p> <p>Exploring literacy through text.</p>	<p><u>Self control</u> with others – working as a group and taking responsibility for meeting the time requirement.</p> <p><u>Grit</u> – Tracking the process of developing the drama and constantly analysing the development of the drama.</p> <p><u>Pride and Self control</u> during the final performance.</p>	<p>Summer Production (Year 7 to Year 13 students)</p> <p>July Performance</p>	<p>Opportunities to discuss and explore different play text</p> <p>Forming debates, arguments and discovering different outcomes.</p> <p>Opportunities to document different viewpoints and class discussions and making connections with the stimulus and the creation of an original piece of drama.</p> <p>Developing pride and self control during the final performance.</p>
Term 3	<p>Component Three- Set Text DNA</p> <p><u>DNA by Dennis Kelly</u></p>	<p>Analysis and evaluation of the text.</p> <p>Focus on the</p>	<p>Mock questions based on performers, director and designer.</p>	<p><u>Numeracy:</u></p> <p>Key dates of when the play was written and first</p>	<p><u>Curiosity and creativity</u></p> <p>Students being to explore and learn and explore about the</p>	<p>Whole School Production</p>	<p>Studying the environment of gang culture and identity.</p> <p>Exploring the moral within the decisions being made and the effects on all the</p>



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	Developing knowledge of the contextual factors that influenced Dennis Kelly. Exploring performance and production skills and how to create meaning for an audience.	performance and design skills.		performed Literacy: Able to read individual extracts Key words to describe each character	developing plot of DNA and the themes and moral message of the play.		individual characters.
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