

EMMANUEL COLLEGE

THE MUSIC AND DRAMA DEPARTMENT

Year 11



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| Year 11 | Autumn Term and Spring, Half-Term 1 |
| Unit Title | Component 3: Texts in Practice (practical) – 20% of the course. EXAM Dec/ Jan. |
| Key Question (s)? | <ol style="list-style-type: none"> 1. How do I prepare both my scripted extracts to allow me to achieve a high band and my personal best in this examined GCSE performance? 2. How do I fully utilise my learnt knowledge of acting skills to perform my examined scripted extracts, communicating my dramatic intentions to the audience and the examiner? |
| Threshold concepts | Students will study and prepare to present their chosen key extracts (monologue, duologue or group performance) from the same play in an examination with an invited audience. The full focus of this exam is on acting skills, interpreting and creating characters and conveying their chosen dramatic intentions to the audience. Students will experience and learn from ‘work in progress’ performances and critical evaluation from staff and peers. In addition, design skills including costume, lighting, use of sound as well as technical and dress rehearsals will enhance students’ preparation for the examination deadline. Component 3 is completed when examination has concluded. |
| Link to Prior Learning | Students will have already chosen their working groups and plays and will have cast accordingly and decided whether they are working in a Stanislavskian or Brechtian style in accordance with their chosen play. All prior knowledge of acting skills, staging skills and communicating meaning to an audience will be in full use in this scheme. |
| Year 11 | Spring, Half-Term 2 – Summer Term PERFORMANCES APRIL/MAY. Runs in parallel to the Component 1 Written exam unit. |
| Unit Title | Component 2: Devising Drama (practical) – 40% of the course. |
| Key Question (s)? | <ol style="list-style-type: none"> 1. How do I use a chosen stimulus, improvisation, structuring techniques and performance skills to devise an original piece of drama building on and exceeding the standard of the work created in Year 10? 2. How do I achieve a high band GCSE original drama in a Brechtian or Stanislavskian style, that will help me to achieve my personal best in this 40% unit of my GCSE? |
| Threshold concepts | Students will fully utilise and build upon their devising skills and improvisation techniques learnt in Year 10 devising. Students are presented with and explore three varied stimuli on the theme of <i>21st Century Teenager</i> . Students will build upon and extend the devising skills learnt in Year 10 using the challenging <i>21st Century Teenager</i> stimuli to create a Band 1 polished improvisation. The time scale for devising is reduced, therefore the critical skills of dramatic intentions, research and the selection, rejection and development of material to achieve dramatic intentions are geared towards the deadline. Students work is documented in a ‘devising log’ comprising of three sections: dramatic response to stimuli, development and collaboration, and finally, analysis and evaluation. Component 2 is completed when examination has concluded. |
| Link to Prior Learning | Students studied stimulus interpretation and improvisation techniques, dramatic intentions and the devising process in Year 10 which will fully support this second devising project. In addition, work on the devising log was explored in a reduced form. Students’ practical |

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| | experience in all areas of acting in Year 10 has been extensive and continual and all of those skills combine here to develop a more confident, knowledge- and skill-based understanding of performance. |
| Year 11 | Ongoing, taught in single alongside Comp 2 and Comp 3 schemes. Spring Term – Major focus after the Scripted Unit has been examined. |
| Unit Title | Component 1: Written paper, set text <i>Blood Brothers</i> – 22% of GCSE. Component 1: Written paper, live theatre review – 16 % of GCSE. |
| Key Question (s)? | <ol style="list-style-type: none"> 1. How do I interpret <i>Blood Brothers</i> for a practical performance and ensure that I create and communicate the artistic meaning of the script in performance and in written response? 2. How do I apply my learnt knowledge and understanding of <i>Blood Brothers</i> and of design and performance skills to my examined written paper to achieve my target and personal best? 3. How do I apply my knowledge and understanding of theatre and performance to write a structured live theatre performance review in my written exam? |
| Threshold concepts | <p>KQ 1 and 2: Students will consolidate their understanding of the play, themes and practical demands of <i>Blood Brothers</i>. Students will extend their knowledge creating thematic character relationships and plot development links between scenes within the play.</p> <p>KQ 3: Students will gain an understanding of the process of studying a play, researching the plot, characters, relationships and social, cultural and historical period of that play <i>and then</i> seeing a live theatre version of the play. They will research the dramatic intentions of the theatre company/director or production team. Their analysis will culminate in an informed understanding of the possibilities of a play in reading/research and the interpretative possibilities of the play created by theatre makers of the live version of the play.</p> |
| Link to Prior Learning | Students have studied the play <i>Blood Brothers</i> in Year 10 and will build on their significant knowledge gained, enhancing their understanding by making theatrical and analytical connections between key scenes, themes and character development within the play. |
| Knowledge and Sequencing Rationale | <p>Component 3: Texts in Practice – examined scripted performance worth 20% of the course. This element of the course is examined first – 20% of the course. Students learn the important skill of ‘this performance’ counts, exam procedure and understand that at this point 20% of the course is complete.</p> <p>Component 2: Devising Drama – Coursework performance and written log worth 40% of the course. This element of the course is examined after the scripted (in the spring term or early summer) – 40% of the course. Students consolidate the important skill of ‘this performance’ counts. They have developed their acting significantly in their scripted unit and all of those skills are fully utilised here as they make their mark with their own original work. Marks are shared with students – however they are aware that all marks can be changed by AQA moderators.</p> <p>Following the completion of these practical exams – focus on written work, use of terminology, essay and exam structure/timing and final revision is the focus:</p> <p>Component 1: Written paper examined in early May – AQA.</p> <p>Sequencing rational into A Level Drama and Theatre Studies. As we also study AQA A Level Drama and Theatre Studies at Emmanuel, the GCSE course structure compliments the course structure at A Level and all knowledge learnt will be fully utilised and developed during this course.</p> <p>The three elements of GCSE are also taught at A Level: devised and scripted performance with set texts and live theatre-based written work. Further emphasis is placed on the social, cultural and historical setting of plays and the impact of theatre practitioners and companies. In addition to the actor’s perspective, the role of the director and designers becomes an examined part of the written paper.</p> |

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