KESTEVEN AND SLEAFORD HIGH SCHOOL

Drama Scheme of Learning
Year 11– Term3 and 4 Component 3 Scripted Practical Exam

Intent/Rationale

For the students to perform 2 extracts from a play of their choice

To take part in the performance as either a performer of a designer

To use the appropriate drama skills to create an effective and entertaining performance that focuses on the themes and context of the original play text

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Too much Punch for Judy- Mock comp 3 term 2 and 3 year 10 Devising Comp 2 – NEA Practical year 11	• Component 3- Scripted 20% of overall course

What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
History, PSHE, English literature	SMSC-SP,M, SO,C British Values- bv4,bv5 Careers-A,B,C,D,E,F,G,H,I

What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
The students are working with complete published play texts that they must read in full and perform extracts from.	n/a

KESTEVEN AND SLEAFORD HIGH SCHOOL

Drama Scheme of Learning
Year 11 – Term 3 and 4

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
Know To study a complete play text and have a clear understanding of key themes and context To know how to direct a play for performance To have a knowledge of technical requirements, set and costume for a performance   Apply Vocal and physical skills to a chosen character or characters in two given extracts To be able to apply drama skills when directing scenes for the performance that are relevant and fit the context of the chosen play text To apply relevant skills to create a convincing character.   Extend To apply drama skills and directing concepts that make your portrayal of the performance piece unique.

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?

KESTEVEN AND SLEAFORD HIGH SCHOOL

Directing, blocking, staging, characterisation, character profile, intent, Marking the moment,	Students are externally assessed by a visiting examiner as either a performer or as technical support. They are marked on the performance alone. This is 20% of the overall exam.

Intent – Concepts Please see full scheme on T Drive

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Week1- Play Selection	Please see full scheme	Please see full scheme	Please see full scheme
Week 2 Play Selection continued	Please see full scheme	Please see full scheme	Please see full scheme
Week 3 Extract 1	Please see full scheme	Please see full scheme	Please see full scheme
Week 4 Extract 1	Please see full scheme	Please see full scheme	Please see full scheme
Week 5 Technical extract 1	Please see full scheme	Please see full scheme	Please see full scheme
Week 6 Technical extract 1	Please see full scheme	Please see full scheme	Please see full scheme
Week 7Extract 2	Please see full scheme	Please see full scheme	Please see full scheme
Week 8 Extract 2	Please see full scheme	Please see full scheme	Please see full scheme
Week 9 Technical extract 2	Please see full scheme	Please see full scheme	Please see full scheme

KESTEVEN AND SLEAFORD HIGH SCHOOL

Week 10 Technical extract 2	Please see full scheme	Please see full scheme	Please see full scheme
Week 11/12 Dramatic aims sheets and mock	Please see full scheme	Please see full scheme	Please see full scheme