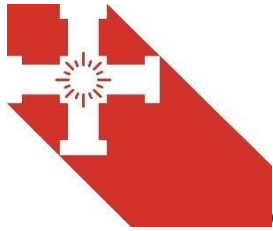


Curriculum Map: Year 11 Performing Arts



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<p><b>Topic</b></p>	<p><b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i></p>	<p><b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i></p>	<p><b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i></p>
<p><b>Scripted Drama Preparation</b></p>	<p>Component 2: Performing from a Text Non-exam assessment: Students will know and understand:</p> <ul style="list-style-type: none"> <li>• In depth knowledge of chosen published play text</li> <li>• In depth knowledge of chosen character in chosen extracts (Acting Candidates)</li> <li>• In depth knowledge of lighting/set/sound/costume hair &amp; makeup design for chosen extracts (design candidates)</li> <li>• Drama techniques and skills</li> <li>• Line learning &amp; effective rehearsal (acting candidates)</li> <li>• Interpretation</li> <li>• In depth character development</li> <li>• Acting range (Acting candidates)</li> <li>• Design skills (design candidates)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify script conventions</li> <li>• Editing a script for performance</li> <li>• Develop a character physically, vocally and emotionally connected to the chosen text</li> <li>• Contribute effectively to a group performance</li> <li>• Performance / design</li> <li>• Develop a directorial Interpretation of a script</li> <li>• Script conventions</li> <li>• Makeup design for chosen extracts (design candidates)</li> <li>• Apply performing or design skills to realise artistic intentions in live performance</li> <li>• Interpret their chosen text</li> <li>• Contribute as an individual to the live performance</li> </ul>	<ul style="list-style-type: none"> <li>• 5-10 min group performance made of 2 extracts from a published play</li> <li>• Designers assessed on design skill (lighting/sound/set design/costume hair &amp; makeup)</li> <li>• Assessed by a visiting examiner from EDUQAS (20%)</li> </ul>
<p><b>Comp 3:</b></p>			

**Curriculum Map: Year 11 Performing Arts**

<p><b>Practical exploration of DNA by Dennis Kelly</b></p>	<p><b>Comp 3 Preparation of a written response for Live Theatre</b></p> <p>Students will know and understand the following key terms in relation to a live theatre production</p> <ul style="list-style-type: none"> <li>• Actor, interpretation of character, character interaction, vocal skills, movement skills.</li> <li>• Designer: creation of mood and atmosphere, use of performance space, lighting, sound, set and props, costume and make-up</li> <li>• Director: interpretation and style, performance conventions, spatial relationships on stage, relationship between performer and audience, reaction and response of individual and audience.</li> </ul>	<p>Students will be able to:</p> <p>Analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance.</p> <p>Understand intentions, motivations and interactions of actors in a production</p> <p>Analyse characters, playwrights, practitioners and live performance work</p>	<p>Students will complete a question assessing analysis and evaluation of a given aspect of a live theatre production</p>
<p>Comp 2 Exam preparation &amp; rehearsal</p> <p>Scripted Drama</p>	<p>Component 2: Performing from a Text</p> <p>See above</p>	<p>Component 2: Performing from a Text</p> <p>See above</p>	<p>Learners participate in a performance based on two 10-minute extracts from a performance text of their own choice</p>
<p>Comp 2 Exam rehearsal &amp; examination</p>	<p>Component 2: Performing from a Text</p> <p>Supporting evidence. Written evaluation.</p>	<p>See above Comp 2</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate either their interpretation of character/role or their realisation of design and the effectiveness of the drama in their final performance.</li> <li>• Analyse and evaluate their individual contribution to the final performance.</li> </ul>	<p>See above Comp 2</p> <p>Learners must produce:</p> <ul style="list-style-type: none"> <li>• a realisation of their piece of devised theatre</li> <li>• a portfolio of supporting evidence</li> <li>• an evaluation of the final performance or design.</li> </ul>

## Curriculum Map: Year 11 Performing Arts

<p>Comp 3 Interpreting Theatre</p>	<p>Re-cap set text in preparation for Section A written paper. DNA by Dennis Kelly</p> <p>Preparation for Section B written paper - Live theatre</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance.</li><li>• Understand intentions, motivations and interactions of actors in a production</li><li>• Analyse characters, playwrights, practitioners and live performance work</li></ul>	<p>Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification 60 marks</p> <p>Section A: Set Text A Exploration of set text explored as an actor, designer and director.</p> <p>Section B: Live Theatre Review analysis and evaluation of one live theatre production</p>
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