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| Year 11 Term 1&2 - Drama |  | | | | | |
| **Enquiry Question: What does it take to ‘move’ an audience?** | | | | | | |
| **Unit title: Component 3 – Texts in Practice**  **Why now?** The Component 3 performance is an end point for students at Langdon Park, which they have been working on since year 7. Students at this stage in their Drama journey are confident performers and knowledgeable enough within the realms of scripted Drama, characterisation and professional performance that they can make informed choices independently. In this unit, students demonstrate their passion for Theatre, and ‘Hard Skills’ are heightened through students having to work consistently with clear communication, critical thinking, time-management and determination. The unit ends in a performance to an external examiner, and leads into dedicated preparation for Component 1 – Understanding Drama (where students will consolidate knowledge of theatre roles & responsibility, set text study and evaluation of live Theatre). | | | | | | |
| **Knowledge**  Students will know about… | **Application/Skills**  Students will be able to… | Vocabulary  *(Tier 2 and 3)* | Home Learning | Assessment | Extra Resources  Extended Reading | Cultural Capital |
| Interpreting texts:  The Death of Cool  4:48 Psychosis  Find Me  The Container  Girls Like That  Creating and communicating meaning through characterisation & performance  Vocal Skills  Physical Skills  Space & Levels  Interaction  Realise artistic intention in text-based Drama | **Create**:  -Learn lines  -A character appropriate for the text – PS & VS skills  **Perform**:  -A believable & professional character  -Develop an appropriate performer/audience relationship  -With sustained engagement  **Respond**:  -To feedback in the rehearsal process  -To audience response and engagement live in performance | Motivation  Interaction  Climax  Stage Directions  Professionalism | Independent research of play text & play write  Students will be asked to meet & rehearse with their group outside of lesson, ready for performance.  Rehearsal of lines.  Completion of Unit Overview & Self Evaluation.  Use of Google Classroom. | Regular monitoring of ‘Hard Skills’ in rehearsal.  Regular monitoring of performance skills (students perform every lesson).  Teacher, Self & Peer feedback received every lesson.  Live performance to an external examiner | Reading of the whole play (of chosen extracts)  Watch full productions of plays if possible (ask Miss Robinson for copies & search on youtube for other examples)  *AQA Drama Handbook* – Component 3 section  Arrange for rehearsals/advice from 6Formers – ask Miss R | Expanding knowledge of plays.  Spotlight links to aid rehearsals – see Eli  Performance of an extract to an unfamiliar audience. |