

Meden School Curriculum Planning							
Subject	Drama	Year Group	11	Sequence No.	1	Topic	Mock – Component 3

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Knowledge and understanding from component 1 and 2.</p> <p>Understanding of the difference of skills and techniques used in a performance.</p> <p>Understanding of audience awareness</p> <p>Knowledge of genre, style and creative intentions and how these can be portrayed through performance and design realisations.</p> <p>How professional work is developed.</p>	<p>Task set and marked by Pearson completed under supervised conditions. Mock exam</p> <p>Students will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance.</p> <p>The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks.</p> <p>Component in brief Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.</p>	<p>Exploring themes that explore Social, moral and spiritual issues of the world and ways in which to educate the audience about these issues through their devised work.</p> <p>Focusing on through educating the audience about key issues such as racism, bullying, LGBTQ+ community, stereotypes.</p>

<p>How themes and context are used by practitioners.</p> <p>How processes are used to create performance.</p> <p>Application of rehearsal and production process skills and techniques.</p> <p>Application of performance and realisation skills and techniques.</p> <p>Reviewing process and performance/realisation</p>	<p>This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.</p> <p>Students will apply their skills and techniques creatively to a workshop performance for a selected audience.</p> <p>Students will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</p> <p>AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p> <p>A Understand how to respond to a brief</p> <p>Understand how to respond to a brief through discussion and practical exploration activities</p>	
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	<p>Discussion of key requirements and parameters for the workshop performance: target audience, performance space, planning and managing resources, running time, style of work.</p> <p>Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus: a theme: concept such as distance or key word such as discovery an issue: social, health or safety issues a prop: an umbrella, an apple, a dustbin time and place: e.g. a beach in winter, night-time in a hospital, early morning in the park existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</p> <p>The development of ideas for the work will be informed by: structure of the work, style and genre of the work o skills required o creative intentions.</p> <p>Working effectively as a member of the group: making an individual contribution responding to the contributions of others.</p> <p>Select and develop skills and techniques in response to a brief</p> <p>Students will need to understand the impact of the following when selecting and developing skills and techniques in response to a brief.</p> <p>Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</p>	
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	<p>Skills and techniques of the individual performer, e.g. vocal, physical.</p> <p>Skills and techniques of the performers as a group, e.g. comedy, improvisation.</p> <p>Skills and techniques of the designer, e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</p> <p>The style and/or genre of the work being created, e.g. street dance, physical theatre.</p> <p>The influence of selected practitioners, e.g. Brecht, Stanislavski, Verbatim Theatre, Frantic Assembly</p> <p>Appropriate skills for the target audience, e.g. young children, the elderly.</p> <p>Taking part in skills development classes or workshops.</p> <p>Taking part in the rehearsal process, including individual preparation and group rehearsals.</p> <p>Apply skills and techniques in a workshop performance in response to a brief.</p>	
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	<p>Skills and techniques Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience.</p> <p>Skills may include: vocal skills physical skills design skills interpretative skills: showing time and place, presenting a character, creating humour or emotion.</p> <p>If performing, demonstrating and sustaining in performance, the following skills: energy focus concentration commitment. If designing, during the presentation, demonstrating the following skills were used during the development process: research skills interpretative skills collaborative skills (with performers/other designers) o ability to communicate ideas through non-verbal media, e.g. diagrams, model boxes.</p> <p>Working effectively with others</p> <p>Communicating effectively with other performers: in preparation for performance (if performing) during performance (if performing) applying stage etiquette following industry standards.</p> <p>Taking part in final group preparations, which may include: o setting up/get in o get out/strike o taking part in/contributing to a workshop performance.</p> <p>If designing, ensuring that the realised designs are appropriate for the workshop performance and performers.</p>	
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	<p>Communicating ideas through performance</p> <p>Taking part in/contributing towards a performance for an audience. Communicating ideas and intentions effectively to an audience. If designing: present ideas to an audience, which will include: an explanation of creative intentions and processes a demonstration of the final design for the workshop performance, e.g. model box, lighting grid plans and a lantern schedule. Designs are realised in workshop performance.</p> <p>Evaluate the development process and outcome in response to a brief</p> <p>Reflect on the process</p> <p>Contributing to initial ideas and exploring activities in response to: the brief o the stimulus o contributions from other members of the group.</p> <p>Contributing to the development process.</p> <p>Skills and techniques: selection, development and/or adaptation, application, individual strengths and areas for improvement, overall individual contribution to the group.</p> <p>Reflect on the outcome</p>	
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	Contributing to the workshop performance outcome: effectiveness of the response to the brief, individual strengths and areas for improvement o overall impact of the work of the group	
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