

Drama

Year 11

Scheme of Learning 2025 - 2026

Class teacher: G Bevan

Topics by term	Topic overview for Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	<p>Unit 3- Interpreting a text</p> <p>Section A – Exploring the play practically</p> <p>Written exam prep – 40% of grade Please note: The start of this term may be used to complete unit 1 coursework, if necessary.</p>	<p>Unit 3 – Interpreting a text - SECTION A</p> <p>Section A – Continuing to practically explore HTS</p> <p>Continuing to work on portfolio implementing feedback.</p>	<p>Unit 2 and 3 Section A – Interpreting a text – Performing from a text</p> <p>Students to practically explore and select unit 2 extracts, working towards creating a performance for visiting examiner 27th February.</p>	<p>Unit 2 Performing from a text and unit 3 Section B – Writing a theatre review</p> <p>Exam performance 27th Feb 23 Students will spend the first 4 lessons of this term preparing for the assessment performance of Unit 2.</p>	<p>Unit 3 Recap Interpreting a text – Written exam</p> <p>Students will revisit text and sit mock papers.</p> <p>WRITTEN EXAM DATE: 15TH May 2022</p>	

			Students will also be approaching HTS theoretically – mock papers and practice questions	Unit 3 Section B– Writing a theatre review. Theatre trip 10/3/23		
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Exam Board Eduqas

Specification o References	Big questions	Topic area: main Items and learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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Term 1 and 2 – PLEASE NOTE STUDENTS WILL ALSO BE SPENDING TIME ON THEIR UNIT 1 PORTFOLIOS DURING THESE TERMS

<p>What is the play <i>Hard To Swallow</i> about?</p> <p>What are the main themes in HTS?</p> <p>What is anorexia?</p> <p>How has the treatment for anorexia changed in the last 40 years?</p> <p>What are the 4 main staging types?</p> <p>What is symbolism?</p>	<p>Section A</p> <p>Learners will consider how the text in a play is constructed and how performances create meaning through the use of performance skills, techniques and production elements.</p> <ul style="list-style-type: none"> Students will read the text as a class (4 lessons) <p>And practically explore scenes making notes for homework – annotating ideas around printed extract, as explored in the lesson.</p> <p>Students will focus on the following:</p>	<p>Learners will demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <p>All learners will be able to:</p> <ul style="list-style-type: none"> All students will undertake practical exploration of the scenes within the play developing an understanding of the themes, characters, staging, direction, costume, set, planned movement, vocal skills 	<p>Alienation</p> <p>Anti-climax</p> <p>Arena staging</p> <p>Aside</p> <p>Audience</p> <p>Auditorium</p> <p>Caricature</p> <p>Character</p> <p>Climax</p> <p>Composite</p> <p>Setting</p> <p>Drama</p>	<p>Interpreting Theatre</p> <p>Written examination: 1 hour 30 minutes, 40% of qualification 60 marks</p> <p>Section A 45 marks</p> <ul style="list-style-type: none"> a series of questions assessing knowledge and understanding of an extract from the set text (30 marks) one question assessing knowledge and understanding, 	<p>Copies of the play</p> <p>Mock papers, photocopied.</p> <p>Classrooms to be booked for mock papers to be completed</p> <p>Card and pens to annotate specific extracts with creative ideas.</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p> <p>Within drama students are</p>
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<p>How can symbolism be used effectively within your ideas</p> <p>for the following production elements? –</p> <ul style="list-style-type: none"> - Lighting - Set - Sound - Props - Costume and make up? <p>How is meaning interpreted and communicated through performance conventions?</p> <p>What is social, historical context and why is it important?</p> <p>How can use of space on stage</p>	<ul style="list-style-type: none"> • The characteristics of the performance text • The social, historical and cultural context • how meaning is interpreted and communicated through performance conventions • use of performance space and spatial relationships on stage • Research contextual information • Understand costume design, themes issues and aims. <p>15 lessons</p>	<ul style="list-style-type: none"> - Recognise and identify how a play is constructed - Read extracts with the class and discuss ideas to contribute in groups tasks (mixed ability) - Consider use of stage/space, positioning, direction and make choices about how these will be used effectively - Consider and demonstrate how relationships are shown on stage using knowledge of performance skills - Demonstrate knowledge of drama techniques (Brechtian) through performance of extracts - Identify contextual information/relevance and how this informs decisions made ie costume etc 	<p>Devising/devised work</p> <p>Dramatic irony</p> <p>Dramatic tension</p> <p>End on staging</p> <p>Epic theatre</p> <p>Fourth wall</p> <p>Genre</p> <p>Monologue</p> <p>Naturalism</p> <p>Physical theatre</p> <p>Promenade staging</p> <p>Proscenium</p> <p>Realism</p> <p>Style</p> <p>Subtext</p> <p>Theatre in the Round</p> <p>Thrust stage</p> <p>Traverse stage</p>	<p>of the wider text (15 marks)</p> <p>Students will sit a series of mock papers and receive specific and detailed feedback in order to prepare them for the exam.</p> <p>Homework</p> <p>Students will have a weekly homework, they will be required to annotate an extract with the practical ideas explored within the lesson. This will be in their exercise books</p>	<p>Research based tasks in computer suite. Plus headphones</p> <p>DVD of performance for students to watch</p>	<p>constantly asked to reflect upon their approach to tasks, from how they communicate with others - including their use of tone and projection - to how they use performance skills every day, making them more aware of how they come across to others.</p>
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	<p>show relationships?</p> <p>What do you need to consider to write a specific and detailed example?</p>						
Term 3	Unit 2 and Unit 3						
	<p>Which extracts interest you and why?</p> <p>How should you approach creating a performance of an extract?</p> <p>What key skills do you need to consider when approaching a text?</p> <p>Which areas of performance do you need to improve upon?</p> <p>What style of acting is your selected extract and how will you plan this?</p>	<ul style="list-style-type: none"> Students will explore different extracts from a variety of plays Students will focus on improving their use of performance skills (vocal and physical) Students will select final extracts and start researching/further developing their characters Students will consider use of props, costume, set, sounds 	<ul style="list-style-type: none"> Students will gain an understanding of the different types of plays Recognise the areas they need to improve and respond to feedback Gain an in- depth understanding of their characters and the play’s themes Understand the importance and relevance of contextual information. 	<p>Scene</p> <p>Characterisation</p> <p>Performance skills</p> <p>Thought Process</p> <p>Use of production elements –</p> <p>Lighting</p> <p>Sound</p> <p>Set</p> <p>Costume</p> <p>Staging</p> <p>Dialogue</p> <p>Direction</p> <p>Hot seating</p> <p>Rehearsal</p>	<p>For unit 2, homework will consist of weekly rehearsals, learning lines, recording mock performances, and implementing feedback from feedback logs.</p> <p>Final Assessment will be on 27th February. A visiting examiner will visit the school and assess all students.</p> <p>Final mark will be out of 60. This unit is worth 20% of the overall grade.</p>	<p>Copies of extracts</p> <p>Video recorder</p> <p>Space for rehearsals</p> <p>Copies of HTS</p> <p>HTS Revision booklet</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p> <p>Within drama students are constantly asked to reflect upon</p>

<p>Have you considered the 5 justifiable points when conveying your character?</p> <p>How can you show a thought process clearly on stage?</p> <p>HTS</p> <p>What information do you need to include in the low mark questions?</p> <p>What information do you need to include in the higher mark questions?</p> <p>What genre is HTS?</p> <p>What are the 5 production elements?</p> <p>What acting style is HTS?</p>	<ul style="list-style-type: none"> • Students will attend after school rehearsals • For Unit 3 - Students will sit mock papers and tackle practice questions in theory-based lessons. • Students will recap production elements and look at model answers within this area • Students will recap characters/scenes/ performance skills • Students will have an in depth understanding of the symbolism behind their choices of production elements 	<ul style="list-style-type: none"> • Organise their use of production elements • Plan after school rehearsals – watching recorded footage to work towards improving, making progress • Improve their approach to the Unit 3 written exam – worth 40% 	<p>Developing characters</p> <p>Symbolism</p> <p>Justification</p>	<p>Unit 3 homework:</p> <ul style="list-style-type: none"> • Reading extracts • Practice questions • Completing booklet • Designing production elements • Mock papers • Revising for mock papers • Researching themes/ideas • Character profiles <p>Students will be assessed through:</p> <p>Week 3 assessment Practice Papers Mock Exams Verbal contribution</p> <p>Unit 3 is worth 40% of overall grade</p>	<p>Mock papers</p> <p>Model answers</p> <p>Idea booklet</p>	<p>their approach to tasks, from how they communicate with others - including their use of tone and projection - to how they use performance skills every day, making them more aware of how they come across to others.</p>
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<p>How would you direct a scene from HTS – what do you need to consider?</p> <p>How is symbolism shown through the production elements?</p>						
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Term 4 Unit 3 Writing a Review Theatre trip

PLEASE NOTE: FIRST 2 WEEKS OF THIS TERM WILL BE SPENT FOCUSING ON UNIT 2 PERFORMANCES

<p>THEATRE TRIP BOOKED FOR 10TH MARCH – The Marlowe Theatre ‘Unexpected Twist’</p> <p>What is the play about?</p> <p>What are the main themes within the play?</p> <p>Who were the main characters in the play? What do we know about them?</p>	<p>Section B of Exam Writing a review of live theatre</p> <p>Students will watch the play and make notes on how performance skills/drama techniques and production elements were used.</p>	<p>Learners will demonstrate an appreciation of how performance skills and production elements are used in a live performance.</p> <p>Students will demonstrate:</p> <p>An understanding of how performance skills can be used to create and perform characters, effectively.</p>	<p>Scene</p> <p>Characterisation</p> <p>Performance skills</p> <p>Thought Process</p> <p>Use of production elements –</p> <p>Lighting</p> <p>Sound</p> <p>Set</p> <p>Costume</p> <p>Staging</p> <p>Dialogue</p> <p>Direction</p>	<p>Homework and assessment:</p> <ul style="list-style-type: none"> • Writing practice reviews • Researching main themes in play • Focusing on examples for each of the production elements • Undertaking further research of production elements 	<p>Attend theatre trip and watch performance.</p> <p>Log in details for The National Theatre online</p> <p>Classrooms booked for theory-based - review writing.</p> <p>Use of programme</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p>
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<p>How were performance skills used to convey the characters? Consider 3 key moments for each character.</p> <p>Can you describe the set and how this may have changed for one other moment in the performance?</p> <p>Can you give examples of how costume was used in the performance?</p> <p>Can you give examples of how lighting was used in the performance?</p> <p>Can you give examples of how sound was used in the performance?</p> <p>Can you give 3 key examples of moments within the play, focusing on how all</p>	<p>Working in groups students will discuss characters and make notes on the main characters and how the actors used performance skills in their portrayal of them.</p> <p>Working in groups students will discuss how the production elements were used to create atmosphere on stage.</p> <p>Students will then practice writing reviews on all separate aspects of theatre, showing an understanding of atmosphere and impact on audience.</p>	<p>An understanding of how the following aspects are used in theatre, to convey meaning:</p> <p>Costume</p> <p>Lighting</p> <p>Set</p> <p>Sound</p> <p>An understanding of how atmosphere is created using production elements.</p> <p>An understanding of the impact production elements have on the audience and the storyline as a whole.</p>		<ul style="list-style-type: none"> Implementing feedback into their next review <p>Section B is worth 15 marks in final exam.</p> <p>Assessments will consist of:</p> <p>Practice reviews Week 3 Assessment</p>	<p>from performance</p> <p>Exercise books/lined paper</p>	<p>Within drama students are constantly asked to reflect upon their approach to tasks, from how they communicate with others - including their use of tone and projection - to how they use performance skills every day, making them more aware of how they come across to others.</p>
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	elements were used together? What impact did this have on the moment and the audience?						
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Term 5 **Interpreting a Text Unit 3: Hard to Swallow by Mark Wheeler RECAP**

<p>What is the play <i>Hard To Swallow</i> about?</p> <p>What are the main themes in HTS?</p> <p>What is anorexia?</p> <p>How has the treatment for anorexia changed in the last 40 years?</p> <p>What are the 4 main staging types?</p> <p>What is symbolism?</p> <p>How can symbolism be used effectively</p>	<p>Section A</p> <p>Learners will consider how the text in a play is constructed and how performances create meaning through the use of performance skills, techniques and production elements.</p> <ul style="list-style-type: none"> Students will read the text as a class (4 lessons) <p>And practically explore scenes making notes for homework – annotating ideas around printed extract, as explored in the lesson.</p> <p>Students will focus on the following:</p> <ul style="list-style-type: none"> The characteristics of the performance text The social, historical and cultural context 	<p>Learners will demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <p>All learners will be able to:</p> <ul style="list-style-type: none"> All students will undertake practical exploration of the scenes within the play developing an understanding of the themes, characters, staging, direction, costume, set, planned movement, vocal skills Recognise and identify how a play is constructed Read extracts with the class and discuss ideas to contribute in groups tasks (mixed ability) 	<p>Alienation</p> <p>Anti-climax</p> <p>Arena staging</p> <p>Aside</p> <p>Audience</p> <p>Auditorium</p> <p>Caricature</p> <p>Character</p> <p>Climax</p> <p>Composite</p> <p>Setting</p> <p>Drama</p> <p>Devising/devised work</p> <p>Dramatic irony</p>	<p>Interpreting Theatre</p> <p>Written examination: 1 hour 30 minutes</p> <p>40% of qualification</p> <p>60 marks</p> <p>Section A</p> <p>45 marks</p> <ul style="list-style-type: none"> a series of questions assessing knowledge and understanding of an extract from the set text (30 marks) one question assessing knowledge and understanding, of the wider text (15 marks) 	<p>Copies of the play</p> <p>Mock papers photocopied.</p> <p>Classrooms to be booked for mock papers to be completed.</p> <p>Card and pens to annotate specific extracts with creative ideas.</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p> <p>Within drama students are constantly asked to reflect upon their approach</p>
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<p>within your ideas for the following production elements? –</p> <ul style="list-style-type: none"> - Lighting - Set - Sound - Props - Costume and make up? <p>How is meaning interpreted and communicated through performance conventions?</p> <p>What is social, historical context and why is it important?</p> <p>How can use of space on stage show relationships?</p> <p>What do you need to consider when writing a specific and detailed example?</p>	<ul style="list-style-type: none"> • how meaning is interpreted and communicated through performance conventions • use of performance space and spatial relationships on stage • Research contextual information • Understand costume design, themes issues and aims. <p>11 lessons</p>	<ul style="list-style-type: none"> - Consider use of stage/space, positioning, direction and make choices about how these will be used effectively - Consider and demonstrate how relationships are shown on stage using knowledge of performance skills - Demonstrate knowledge of drama techniques (Brechtian) through performance of extracts - Identify contextual information/relevance and how this informs decisions made ie costume etc 	<p>Dramatic tension</p> <p>End on staging</p> <p>Epic theatre</p> <p>Fourth wall</p> <p>Genre</p> <p>Monologue</p> <p>Naturalism</p> <p>Physical theatre</p> <p>Promenade staging</p> <p>Proscenium</p> <p>Realism</p> <p>Style</p> <p>Subtext</p> <p>Theatre in the Round</p> <p>Thrust stage</p> <p>Traverse stage</p>	<p>Students will sit a series of mock papers and receive specific and detailed feedback to prepare them for the exam.</p> <p>Homework:</p> <p>Students will have a weekly homework - they will be required to annotate an extract with the practical ideas explored within the lesson. This will be in their exercise books.</p>	<p>Research based tasks in computer suite.</p> <p>DVD of performance for students to watch.</p>	<p>to tasks, from how they communicate with others - including their use of tone and projection - to how they use performance skills every day, making them more aware of how they come across to others.</p>
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