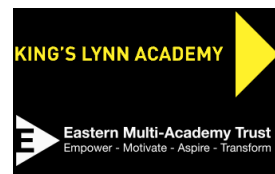


# Implementation: Curriculum Narrative



**Subject: Drama**

**Year: 11**

**Author: S.Mace**

## Key Knowledge

*Pupils will know*

### Key Threshold Concepts:

#### Term 1: Unit 1/Prior Learning

- Unit 1, Task 2 – Rehearsal Schedule
- Unit 1, Task 3 – Reflective Journal
- Rehearsals
- Preparing Performances
- Unit 1, Task 4 - Performance
- Unit 1, Task 5 – Evaluation
- Exploring the Performing Arts Industry
- Job Roles in the Performing Arts industry
- Exploring Practitioners
- Performing Arts Organisations
- Performance Spaces
- Event Planning
- Types of Target Audience
- Budgeting
- Promotion/Marketing
- Presentation skills

#### Term 2: Unit 3

- Introduction to Unit 3
- Introduction to the brief
- Responding to the brief
- Preparing for Task 1,2,3 and 4
- Unit 3, Task 1 – Factors influencing Proposal
- Unit 3, Task 2 – Plans and Outline of Proposal
- Unit 3, Task 3 – Timeline, Personnel and Resources
- Unit 3, Task 4 – Marketing and Public Relations

#### Term 3: Unit 1 & Unit 2

- Preparing for Task 5, 6, 7
- Unit 3, Task 5 – Prepare Practical Examples
- Unit 3, Task 6 – Pitch
- Unit 3, Task 7 - Evaluation

## Key Skills

*Pupils will be able to*

### Subject Skills:

#### Planning Performance Work

- Able to explore factors influencing the creation of performance work such as social, cultural, political and historical factors, themes and ideas and practitioners
- Creating performance work including the production process, resources and materials, budgeting, job roles and responsibilities as well as production schedules

#### Promoting and Pitching

- How events are advertised and marketed
  - Social Media
  - Advertising Tools
  - Promotional Activities
  - Presentation Skills
    - Clarity
  - Communication
  - Use of Tone
- Practical Examples

#### Review and Reflect Skills

- Respond to feedback from a commissioning panel
  - Evaluate the planning of the event
  - Evaluate the promoting of the event
  - Evaluate the pitching of the event
- Review their own skills and how these have been used and exemplified

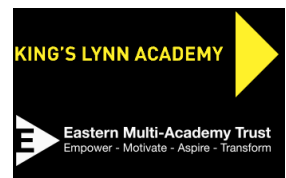
### Subject Specific Knowledge and Sequencing:

#### Term 1: Unit 1/Prior Learning

Students will continue to complete Unit 1. They will engage in a variety of lessons from theory-based to

### Prerequisites and Spiral Teaching:

- Students will have a basic understanding of the different disciplines in performing arts



practical rehearsals to completing controlled assessment tasks. The students will be developing skills throughout the completion of this Unit. Once completed, the students will engage in miniature workshops/theory lessons to learn and develop the necessary prior learning required for Unit 3.

**Unit 3:**

Students will begin Unit 3 by responding to the brief. Students will be required to complete extensive research and planning to complete controlled assessment tasks 1,2,3 and 4 during this term. Students' knowledge and understanding of the skills required for the Unit will be highly developed through theory-based and practical learning.

**Term 3: Unit 3**

Students will continue to complete Unit 3. Students will engage in Tasks 5,6 and 7 during this term to fully complete their coursework. Presentation skills will be fully developed to ensure that students are prepared for their assessment pitch. By the end of this Unit, students' skills should be fully developed.

- Most students will have experience within at least one of the disciplines
- Most students will have previous experience performing in front of an audition from participating in their Year 7-9 drama classes

**Cross-Curricular Knowledge Links:**

*PD – Social skills and self-confidence.*

*Music – Building confidence in performance, musical theatre.*

*Business – Budgeting, promotion and marketing.*

*English - Writing, Reading, Listening, Speaking, Analysis of drama features and building subject specific vocabulary.*

**Reading Lists / Sources / Reading around the subject recommendations:**

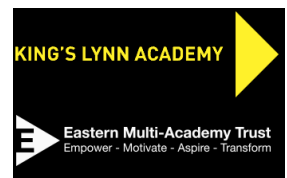
**Reading:**

- WJEC/ Eduqas Level 1/ 2 Vocational Award Performing Arts. Course companion

**Online Resources:**

The following are websites to aid with music theory practice:

- [Home - BBC Bitesize](#)
- [Level 1/2 Vocational award in Performing Arts \(eduqas.co.uk\)](#)



- [Advice, Tips & FAQs | Theatre Careers | Get Into Theatre](#)