The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Drama
Year Group	Year 11
Intent	**The study of Drama will develop…** **Successful and resilient learners:** who understand a wide range of theatrical styles, genres and practitioners through both a theoretical and practical lens, demonstrating an ability to perform and analyse relevant techniques, applying them to their chosen performative skill.

	Confident individuals: who can successfully collaborate with others, speak confidently in public and in group situations, and who can utilise appropriate vocal and physical skills to assist with their realisation of a character/stage persona. Learners will also be curious and confidently analyse, probe and interrogate situations and stimulus material. **Responsible citizens:** who are able to sensitively understand and explore subtext and context in text-based, performative *and* real life situations, harnessing a developed conscientiousness and moral compass. Learners will demonstrate empathy, enabling them to act with compassion and understanding in their lives, both on *and* off stage.					
Narrative	By the end of Y11, students will have gained a solid understanding of the practical and theoretical skills needed in order to perform from a script, devise theatre, analyse plays, analyse live theatre and to evaluate their own performances. Students will have been given a series of intensive actor training workshops and will have a full understanding of their Set Text study. This links to all previous years studying this course, building specifically upon the key skills gained in both Y9 and Y10. Students will have a full understanding of how to perform / design for theatre, with a solid understanding of a range of practitioners and theatrical styles. Furthermore, they will have a good knowledge of a variety of plays from the canon, including an ability to create and produce their own theatre. Students will be will informed and equipped with knowledge enabling them to access further educational study at College, or a Performing Arts School.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Component 2 and 3		Component 2 - Performing examination	Component 3- Preparation for written examination (40%)	Component 3- Preparation for written examination (40%)	Component 3- Written exam
Key skills	Component 2- Students apply vocal and physical skills to their performance. They will also fully develop their character, artistic intentions, interactions with other performer and the audience. Component 3- Students will use	Component 2- Students apply vocal and physical skills to their performance. They will also fully develop their character, artistic intentions, interactions with other performer and the audience. Component 3- Students will use	Component 2 Exam performed in early January to a visiting examiner (20%). Skills demonstrated are; vocal, physical, interaction (other performers and audience), character interpretation, artistic intentions, stage presence and	Component 3 (40%)- Examination preparation. Exercise and application of written skills to past papers. Walking talking mocks completed.	Component 3 (40%)- Examination preparation. Exercise and application of written skills to past papers. Walking talking mocks completed.	Component 3- Students will use one lesson a week to explore the set text and live theatre performance in preparation for the written paper.

	one lesson a week to explore the set text and live theatre performance in preparation for the written paper.	one lesson a week to explore the set text and live theatre performance in preparation for the written paper.	overall impact on the piece.			
Cultural capital and Careers	Explore cultural influences of their chosen text for the exam. Cultural influences of the set text and live theatre performance will be explored.	Explore cultural influences of their chosen text for the exam. Cultural influences of the set text and live theatre performance will be explored.	Cultural: Explore cultural influences of their chosen text for the exam. Careers: Working as a team to produce a performance, improving communication skills.	Cultural influences of the set text and live theatre performance will be explored. Careers: Developing resilience in writing skills, communication skills while discussing forms of theatre. Examining possible lighting and costume choices to build knowledge as Theatre designer.	Cultural influences of the set text and live theatre performance will be explored. Careers: Examining possible lighting and costume choices to build knowledge as Theatre designer.	Cultural influences of the set text and live theatre performance will be explored. Careers: Working as a team to produce a performance, improving communication skills. Examining possible lighting and costume choices to build knowledge as Theatre designer.
Assessment	Students assessed on their application of performance / design skills within their rehearsals so far.	Practice exam question from Section A on set text.	Practical performance assessment of C2 – Performing from a text / Designing for a text.	Practice exam question from Section B on live theatre review	Practice exam question from Section A on set text – design focus.	GCSE SUMMER EXAM.