

BTEC Drama – Year 11 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 11	Component 3 Mock		Component 3			Careers
	<p>In this SOW, students will be given a stimulus for them to work collaboratively to devise their own mock exam performances. Students will use the range of styles they have explored in component one, together with the physical, vocal and interaction skills developed in component two, to create a mock of their final component performance. Performers will need to use their creativity, teamwork skills and maturity to create original pieces of drama.</p> <p>Students will keep a logbook during this component and must write 3 separate final logs which link to the following: Activity Log 1 - Initial Ideas Activity Log 2 - Skills and Rehearsal Process Activity 3 - Final Performance Activity 4 - Evaluation of Performance.</p>		<p>The stimulus for the Component 3 exam will be released in January. Once the stimulus has been released, students will work collaboratively to devise their own mock exam performances. Students will use the range of styles they have explored in component one, together with the physical, vocal and interaction skills developed in component two, to create a mock of their final component performance. Performers will need to use their creativity, teamwork skills and maturity to create original pieces of drama. Groups will be in 3-7 and students will be required to create 7-15 minutes of performance material.</p> <p>Students will keep a logbook during this component and must write 3 separate final logs which link to the following: Activity Log 1 - Initial Ideas Activity Log 2 - Skills and Rehearsal Process Activity 3 - Final Performance Activity 4 - Evaluation of Performance.</p>			<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how student may pursue a future in the creative arts industries. In Year 11 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p>
	Skills For Performance					
Facial Expression Physicality Gestures Body language Pace Accent Pitch Pace Volume Tone Eye contact Levels/Height Gait Balance Trust		Facial Expression Physicality Gestures Body language Pace Accent Pitch Pace Volume Tone Eye contact Levels/Height Gait Balance Trust				

Intonation
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Analysis and Evaluation

Reflect on the process:

- Contributing to initial ideas and exploring activities in response to:
 - the brief;
 - the stimulus;
 - contributions from other members of the group.
- Contributing to the development process.
- Skills and techniques:
 - selection;
 - development and/or adaptation;
 - application;
 - individual strengths and areas for improvement;
 - overall individual contribution to the group.
- Reflect on the outcome:
 - contributing to the workshop performance outcome:
 - effectiveness of the response to the brief;
 - individual strengths and areas for improvement;
 - overall impact of the work of the group.

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 - the brief;
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 - contributions from other members of the group.
- Contributing to the development process.
- Skills and techniques:
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Imaginative and appropriate activity that responds fully to all of the requirements of the brief.

Application of the brief through performance.

Take the initiative and support others in the group.

Consistent contribution of valid ideas and skills needed to fit the brief.

Practical exploration activities.

		<p>Effectively and consistently apply appropriate skills and techniques for the style or genre of work.</p> <p>Significant impact on the group dynamic and the delivery and communication of ideas through performance.</p> <p>Reflect on and review the process and outcome with awareness and insight.</p>	
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