

Year 11 Drama Learning Outcomes

Unit 1: DNA Context

- To recognise, analyse and evaluate the context of DNA and the impact it has on performance.
- To understand significant events that were happening at the time the play was written.
- To understand how the playwright might have been influenced by the context.
- To recognise elements of context in the characters and themes of the play.
- To understand how production elements can be used to signify the context.
- To recognise the key production elements used in the original performance of the play.
- To be able to create your own design of production elements to signify context.
- To compare and contrast your design with the original production.

Unit 2: DNA Performer and Set

- To understand the role of a performer in realising the production of a script To know the key drama terminology for vocal skills, physical skills, and staging.
- To be able to analyse and evaluate the impact of these vocal skills, physical skills, and staging.
- To understand how characters can be brought to life from page to stage by using key performance and rehearsal techniques.
- To apply performance skills to a variety of different character roles.
- To be able to suggest ways that performance skills can be used to enhance a performance of DNA.
- To know the main events, themes, characters and context of DNA and include this knowledge in exam answers.
- To understand how to structure answers to the 4, 6, 9 and 12-mark questions.
- To understand the role of a director in realising the production of a script.
- To know key drama terminology for set.
- To be able to analyse and evaluate the impact of set choice on an audience.
- To create a set design that would enhance a production of DNA.
- To be able to make connections between set design choices and the context of the play.

Unit 3: DNA Lighting and Sound

- To know the main events, themes, characters and context of DNA and include this knowledge in exam answers.
- To understand how to structure answers to the 4, 6, 9 and 12-mark questions.
- To understand the role of a director in realising the production of a script.
- To know key drama terminology for lighting.
- To be able to analyse and evaluate the impact of lighting choices on an audience.

- To create a lighting design that would enhance a production of DNA.
- To be able to make connections between lighting design choices and the context of the play.
- To be able to answer a 9-mark exam question using their knowledge of DNA and lighting.
- To know key drama terminology for sound.
- To be able to analyse and evaluate the impact of sound choices on an audience.
- To create a sound design that would enhance a production of DNA.
- To be able to make connections between sound design choices and the context of the play.
- To be able to answer a 9-mark exam question using their knowledge of DNA and sound.

Unit 4: DNA Costume and Design Qs

- To know the main events, themes, characters and context of DNA and include this knowledge in exam answers.
- To understand how to structure answers to the 9 and 14-mark questions.
- To understand the role of a director and a designer in realising the production of a script.
- To know key drama terminology for costume.
- To be able to analyse and evaluate the impact of costume choices on an audience.
- To create a costume design that would enhance a production of DNA.
- To be able to make connections between costume design choices and the context of the play.
- To be able to answer a 9-mark exam question using their knowledge of DNA and lighting.
- To know how the difference between writing from a director's perspective and writing from a designer's perspective.
- To be able to answer a 14-mark exam question using their knowledge of DNA and production elements focusing on how design can enhance the production of a script.

Unit 5: Scripted Performance

- To understand a playwright's intentions and how these can be brought to life on stage.
- To understand the key context of a script extract and how this might impact performance choices.
- To understand character objectives and motivations and how these impact performance.
- To create character objectives and motivations to realise the performance of a character from a script extract.
- To be able to apply key rehearsal techniques to the refinement of a script extract performance.

Unit 6: Live Theatre

- To recognise and understand how theatrical choices are used by theatre makers to create impact.
- To understand how the meaning of a text can be interpreted and communicated to an audience.
- To use appropriate vocabulary and subject-specific terminology.
- To analyse and evaluate the work of theatre makers.
- To form critical judgements about live theatre based on their understanding of drama and theatre.

- To analyse and evaluate the ways in which different performance and production elements are brought together to create theatre.
- To analyse and evaluate the work of others.

Units 7 & 8: Exam Skills

- To revisit learning on production elements regarding DNA.
- To be able to create designs for all production elements of DNA.
- To be able to analyse and evaluate their designs.
- To recognise, analyse and evaluate the context of DNA and the impact it has on performance.
- To understand the key differences between performers, directors and designers.
- To understand and be able to use performance skills in the realisation of key extracts from DNA.
- To understand and be able to direct others to use performance skills in the realisation of key extracts from DNA.
- To be able to analyse and evaluate the use of performance skills in performing certain characters within DNA.
- To recognise performance skills and production elements within a live theatre performance.
- To be able to analyse and evaluate performance skills and production elements within a live theatre performance.
- To understand the recommended timings for the written exam.
- To understand how examiners use the criteria to mark exam answers.
- To use exam criteria to improve exam answers.