



# Year 11 Autumn Learning Journey for (Performing Arts -Drama – Unit 1/3)

*Ad Astra*

## How does this unit link to prior learning?

At the start of Year 11, students will revisit and strengthen their understanding of **Unit 1: Performing** by refining key aspects of their performance work and revisiting the assessment criteria. Students will focus on developing their understanding of the performance material, performance skills and final performance outcomes to ensure they are fully prepared for moderation.

Following this, students will begin preparation for **Unit 3: Responding to a Brief** through a mock assessment based on the WJEC Sample Assessment Materials. This will allow students to experience the full assessment process, developing their ability to analyse a brief, generate creative ideas, plan, rehearse and evaluate their work in preparation for the live external assessment.

## What will you be learning about?

During the Autumn term, students will revisit and strengthen the skills developed in Unit 1 before applying these skills within a mock Unit 3 assessment.

Students will:

- Revisit performance and rehearsal skills from Unit 1.
- Refine their understanding of character and interpretation.
- Review the requirements of Unit 1 Tasks 1, 2 and 4.
- Explore how to respond creatively to a performance brief.
- Develop ideas and concepts for performance work.
- Work collaboratively to create original material.
- Rehearse and refine performance pieces.
- Evaluate creative and performance decisions.

Students will develop both practical and written skills required for success in the final external assessment

## We will develop our learning each week by focusing on:

|                                                                                                                                                                                                                                                                                              |     |                                                                                                                                                                                                 |     |
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| <b>Week 1 – Revisiting Task 1: Understanding the Performance Material</b><br>Students will revisit the performance material studied in Year 10, reviewing themes, characters, relationships and context. They will strengthen their understanding of how performers interpret scripted work. | RAG | <b>Week 7 – Planning and Development</b><br>Students will select and develop their strongest ideas, considering style, structure, target audience and performance intentions.                   | RAG |
| <b>Week 2 – Revisiting Task 2: Developing Performance Skills</b><br>Students will focus on refining vocal, physical and interpretative skills, applying feedback from previous assessments to improve performance quality.                                                                   |     | <b>Week 8 – Creating Performance Material</b><br>Students will begin devising original performance material in response to the brief, exploring dramatic techniques and theatrical conventions. |     |

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| <b>Week 3 – Revisiting Task 4: Performance</b><br>Students will revisit extracts and practical work completed during Unit 1, focusing on performance quality, characterisation and communication with an audience.                                                                          |       |                 |             |             | <b>Week 9 – Rehearsal and Refinement</b><br>Students will rehearse and develop their work, refining performances through feedback and evaluation                                                                                           |               |       |  |
| <b>Week 4 – Unit 1 Review and Assessment Preparation</b><br>Students will review Unit 1 assessment criteria, reflect on strengths and areas for development and complete any remaining work required for moderation.                                                                        |       |                 |             |             | <b>Week 10 – Performance Preparation</b><br>Students will finalise performance material and ensure all practical and written evidence reflects the assessment requirements.                                                                |               |       |  |
| <b>Unit 3 Mock Assessment: Responding to a Brief</b><br><br><b>Week 5 – Introduction to the Brief</b><br>Students will be introduced to the mock Unit 3 assessment brief and explore the stimulus material provided. They will identify themes, issues and possible performance intentions. |       |                 |             |             | <b>Week 11 – Mock Performance Assessment</b><br>Students will present their completed performance work in response to the brief.                                                                                                           |               |       |  |
| <b>Week 6 – Research and Idea Development</b><br>Students will investigate the themes within the brief and generate a range of creative responses. They will begin recording ideas and justifying creative choices.                                                                         |       |                 |             |             | <b>Week 12 – Evaluation and Reflection</b><br>Students will evaluate their creative process, performance outcomes and decision-making, identifying targets for improvement before completing the live Unit 3 assessment later in the year. |               |       |  |
| <b>Key vocabulary</b>                                                                                                                                                                                                                                                                       |       |                 |             |             |                                                                                                                                                                                                                                            |               |       |  |
| Stimulus                                                                                                                                                                                                                                                                                    | Brief | Intention       | Research    | Development | Devising                                                                                                                                                                                                                                   | Collaboration | Style |  |
| Interpretation                                                                                                                                                                                                                                                                              |       | Target Audience | Development | Refinement  | Characterisation                                                                                                                                                                                                                           | Communication | Genre |  |

| How will this help you in the future?                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                |
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| <p style="text-align: center;"><b>KS4</b></p> <p>This term prepares students for the externally assessed Unit 3 examination by developing their ability to interpret a brief, generate ideas, create performance work and evaluate their creative process. Students will also consolidate practical skills developed throughout the qualification.</p> | <p style="text-align: center;"><b>Beyond LHS</b></p> <p><b>Students will continue to develop transferable skills including creativity, communication, collaboration, problem-solving and critical thinking. These skills support progression into further education, employment and careers across the creative industries and beyond.</b></p> |