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| **Year 9 – Drama** | | | | | | |
| **Curriculum intent** | The aim of the curriculum is that students will build on their understanding of the key competencies and values which are embedded in the curriculum through discussion, routines and themes within the topics. They will relate to their environment and social experiences. Students receive opportunities to explore devised and scripted work in order to further develop basic understanding of key theatrical techniques that provide an exciting foundation for those choosing to continue studying a Drama pathway at B Tec Performing Arts. Students will work on topics in greater depth, be expected to have supported opinions and generate work that has been thought out and well-rehearsed or prepared. The roles and responsibilities within theatre making will also be explored to broaden students’ horizons within the Drama industry | | | | | |
| **Term** | **Autumn 1 – Topic 1** | **Autumn 2 – Topic 1** | **Spring 1 – Topic 2** | **Spring 2 – Topic 2** | **Summer 1-Topic 3** | **Summer 2 – Topic 4** |
| **Knowledge** | **Rehearsals and Planning:**  Creating devised work using the theme: Technology; stimulus allows you to produce a piece of imaginative theatre that can relate to your age group and include your own thoughts and opinions. The intention can be to inform, educate and even shock! | **Staging and performance:**  Creating devised work using a theme: Technology | **Rehearsal and exploration**  Play Study: ‘Blood Brothers’ by Playwright John Godber | **Performance and review**  Play Study: ‘Blood Brothers’ by Playwright John Godber | Digital/Live Performance- Approaches and Processes: Little Shop of Horrors the musical | Verbatim Drama: ‘Missing Dan Nolan’ by Mark Wheeller Student choice – Script writing own Verbatim style script or performing a scripted scene from the play |
| **Skills** | To have understood the different impacts of ‘Technology using visual stimulus:  **SKILLS:** Fiction reading skills Script writing skills Creative thinking skills – stimulus. Performance skills/techniques  **Keywords:**  Style  Genre  Analysing  Evaluating  Characterisation  Staging (ideas)  Monologue  Tableaux | To continue to include researched facts to support the intention of the performance  **Keywords**  Staging  Stage Directions  Lighting  Costume  Characterisation  Social class – accent  Style  Line learning | To have started to understand the content of the play and its style.  **SKILLS:** Fiction reading skills Script writing skills Creative thinking skills – stimulus**.** Performance skills/techniques  **Keywords:**  Style  Genre  Analysing  Evaluating  Characterisation  Staging (ideas)  Monologue  Tableaux | To have continued to understand the storyline, structure and style along with how choral voice and movement are used.  **Keywords:**  Style  Genre  Analysing  Evaluating  Characterisation  Staging (ideas)  Monologue  Tableaux | To have started to understand the themes in the stimulus.  **SKILLS:** Creative thinking skills – stimulus**.** Research. Performance skills/techniques  **Keywords:**  Genre  Analysing  Evaluating  Characterisation  Themes  Style  Roles and responsibilities | To create an imaginative script or performance demonstrating understanding of learning of techniques and concepts.  **Keywords**  Analysis  Evaluation  Themes  Characterisation  Intention  Staging |
| **Assessments** | Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics. | Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics. | Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics. | Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics. | Learners will be assessed on a theory task to write about a successful performer using keywords and terminology | Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics. |
| **Enrichment**  **\*\*Drama Club open to all year groups to develop vocal and physical skills** | College liaison – Tutor workshop in school or college; ASF? Clarendon? tbc  Researching key themes, website links. Creating stage plans, lighting and sound ideas  <https://www.youtube.com/watch?v=loFL5gT_m8I> | College visit – explore FE and Drama.  College Performance – Past students; tbc  Decide and bring props and costume. | Theatre Visit: Watch a live performance if available; tbc  Researching key themes and the playwright’s intentions. Also website links in the play and the playwrights intentions  <https://www.on-magazine.co.uk/arts/arts-interviews/willy-russell-blood-brothers/> | Character monologue writing, researching key themes, website links  <https://www.youtube.com/watch?v=c1jql9fIKok>  <https://www.youtube.com/watch?v=r_9stkeOEGE>  <https://www.bbc.co.uk/bitesize/topics/zxv7sg8>  Theatre ink performance: <https://www.youtube.com/watch?v=dvek0bj451Y> | If not prior to -Theatre Visit: Watch a live performance if available; tbc  Research of an actor of their choice.  Research key themes:  Relationships  Class/background  Roles in society  Employment  https://www.mtishows.com/show-history/1889  <http://www.theatrecrafts.com/pages/home/shows/billy-elliot/>  <http://online.fliphtml5.com/iiyi/yopa/>  <https://qz.com/1096401/director-stephen-daldry-on-billy-elliot-the-meaning-and-message-behind-the-films-most-memorable-scene/>  <https://www.livedesignonline.com/theatre/billy-idyll-lighting-billy-elliot-musical>  <https://www.thestage.co.uk/features/costume-designer-nicky-gillibrand-i-set-myself-the-challenge-of-finding-vintage-pieces-i-can-adapt> | Character monologue or script writing, researching key themes, website links  <https://www.youtube.com/watch?v=yDPSr8gbnxA>  <https://www.youtube.com/watch?v=9b0mzm7jDEs> |