

## Year 9 GCSE Drama Course Outline

	Topic of Study	Key Skills for Teaching	Knowledge	Assessment/s
HT1 Sep	<b>Component 1 Section A - Basic skills in practical Drama</b>	<ul style="list-style-type: none"> <li>The social, cultural and historical context in which the performance texts studied are set</li> <li>The theatrical conventions of the period in which the performance texts studied were created.</li> </ul> <p>Performance conventions</p> <ul style="list-style-type: none"> <li>Use of performance space and spatial relationships on stage</li> <li>Actor and audience configuration</li> <li>Relationships between performers and audience</li> <li>Design fundamentals such as scale, shape, colour, texture</li> <li>The design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying</li> <li>The design of costume including hair and make-up</li> <li>The design of lighting such as direction, colour, intensity, special effects</li> <li>Focus on the AOs of: Describe, Explain, Analyse and Evaluate</li> <li>Stage positioning:               <ul style="list-style-type: none"> <li>upstage (left, right, centre)</li> </ul> </li> </ul>	<p>How to use a full range of improvisation skills such as action and reaction to develop a believable improvisation for the theme: The Estate.</p> <p>Consider:</p> <ol style="list-style-type: none"> <li>Gender inequality</li> <li>Racial prejudice</li> <li>Domestic abuse</li> <li>Poverty and unemployment</li> <li>Freedom and escapism.</li> </ol> <p>Social class Gender Roles Poverty Education 1960s, 1970s and 1980s trends in fashion and costume for Blood</p>	<p><b>Improvisation based on the theme: The Estate</b></p> <p><b>Baseline Assessment:</b> <b>2<sup>nd</sup> October 2023</b></p> <p><b>Observation 1 – Slow Writing/Literacy/Stand and Speak</b></p> <p><b>Practical Assessment – A Scene from Blood Brothers involving two actors, then a second scene to show a contrast in the relationship</b> <b>2<sup>nd</sup> November</b></p> <p><b>Written Timed Assessment using STEM answers for 4, 8 and 12 mark questions.</b> <b>14<sup>th</sup> November</b></p> <p>Flashmarking to be used</p>
HT2 Oct - Dec				

**Section C – Live Theatre**  
**Watch ‘The Railway Children’**  
**Focus on Set Design and Technical elements.**

- downstage (left, right, centre)
- centre stage.
- staging configuration:
  - theatre in the round
  - proscenium arch
  - thrust stage
  - traverse
  - end on staging
  - promenade.

Roles:

- playwright
- performer
- understudy
- lighting designer
- sound designer
- set designer
- costume designer
- puppet designer
- technician
- director
- stage manager
- theatre manager.

Knowledge and understanding should cover:

- The activities each may undertake on a day-to-day basis
- The aspect(s) of the rehearsal/performance process each is accountable for (their contribution to the whole production being a success)

Brothers, plot, themes, how to use physical and vocal skills to develop meaningful characters on stage.

STEM Answers for acting and technical examination questions.

To write a live theatre review applying the terminology of set design and costume design to produce a timed live theatre review.

**Peer Study – Slow Writing**  
**Walk and Talk Live Theatre Review using slow writing technique.**

**Live Theatre Review – The Railway Children**

**Shakespeare English Speaking Union - Key Dates**

**4 January to 28 February – Performing Shakespeare Round 1 takes place in schools.**

**1 March - Performing Shakespeare Regional Final draw sent to schools**

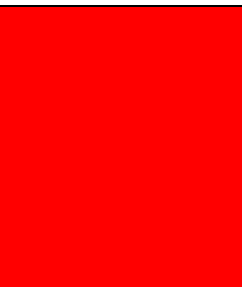
**2 to 31 May – Performing Shakespeare Regional Finals take place**

**8 June – Performing Shakespeare Grand final draw sent to schools 24/25/26 June – Performing Shakespeare Grand Final takes place, date tbc**

**Top four performances (2 male, 2 female or non-binary) will be selected from the class to compete in the final for the English Speaking Union Shakespeare Competition.**

**Slow Writing Assessment – Peer Study**

**14<sup>th</sup> December – One scene, one actor. On scene, one set design.**



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- Watch a live production of 'The Railway Children' and write a technical theatre review
- The design of sound such as direction, amplification, music, sound effects both live and recorded

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**Component 3 – Shakespeare Festival (Scripted Assessment)**

- To develop believable acting performances for the English Speaking Union Shakespeare Festival.
- To learn how to deliver and perform in verse for one extract
- Introduce method acting and Stanislavski.

To perform one extract from a range of Shakespeare plays.

Scenes to use:

1. Romeo
2. Juliet
3. Mark Antony
4. Helena
5. Hermia
6. Lady Anne
7. Macbeth
8. Hamlet
9. Coriolanus
10. Caliban
11. The Nurse
12. Lady Macbeth
13. Brutus
14. Cassius
15. Othello
16. Iago
17. Mercutio
18. Titania
19. Miranda
20. Bottom

**Practical Assessment – Shakespeare English Speaking Union By 5<sup>th</sup> Feb**

**Practical Assessment – Shakespeare English Speaking Union – Extract 2 from the same play.**

**By 19<sup>th</sup> March**

Flashmarking to be used

Log on system when completed

HT3/4  
Jan  
-  
Mar

HT5/6  
Apr  
-  
Jul

**Component 2 –  
Devised Thematic.**

Students must develop their ability to:

- carry out research
- develop their own ideas
- collaborate with others
- rehearse, refine and amend their work in progress
- analyse and evaluate their own process of creating devised drama.

For assessment, students must produce an individual Devising log documenting their devising process and an analysis and evaluation of their contribution.

- Introduce DV8, Frantic Assembly practitioners.

Read 'Money (Rant)' by Benjamin Zephaniah.  
Create a piece based on poverty, entrapment, crime, isolation, the pay divide, racism etc.

Each student must choose to be assessed as a:

- Performer or
- Lighting designer or
- Sound designer or
- Set designer or
- Costume designer or
- puppet designer.

**May 2022**  
**Practical Assessment – Devised piece**

**Log on system when completed**