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| * **What we are learning**: The topic or focus for the half term.
* **Key knowledge & skills**: What students should understand and be able to do.
* **How we assess learning**: knowledge checks, practical tasks, written responses and formal assessments.
* **Key words to know**: Vocabulary students will learn and use.
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**Curriculum Overview: Drama**

**Year group 9**

**What your child will learn each half term**

This overview shows the key topics, skills, and knowledge your child will be learning in **Drama** in **Year 9**. It helps families understand what’s being taught, how it builds on previous learning, and how you can support your child at home.

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| Half term | What we are learning | Key knowledge | Key skills | How we will assess learning in this unit | Homework | Key vocabulary for this unit |
| HT 1  | Naturalism | Stanislavski’s System. Imagination, Magic If, Given CircumstancesSubtextExploration of DNA by Dennis Kelly | Application ofrehearsal, team and performance skills.Linking of technique to set text DNA to explore specific application of Naturalistic style.Script reading and analysis / application | Ongoing practical assessment in technique workshops.Peer / teacher feedback.Rehearsal and refinement of scripted extract piece from DNA. | Research tasks.Line learning for final assessment. | NaturalismMelodramaImaginationSubtextGiven circumstances.Fourth wallStanislavski |
| HT 2 | Brecht and Epic Theatre | Techniques / style of Brecht – Epic theatre, episodic structure, archetypal characters, montage, social / political aspects of Epic Theatre, argument and objectivity. | Application ofrehearsal, team and performance skills.Application of Brechtian style and techniques in group devised pieces in Brechtian style based on real world stimulus. | Peer / teacher feedback in workshop sessions.Performance assessment of rehearsed and polished pieces in a Brechtian style.Dress rehearsal performances and final assessment in front of a peer audience. | Research into practitioner and current events for stimulus.Line learning for assessed performance. | Brecht Epic theatreEpisodic structureArchetypal charactersMontage |
| HT 3 | Steven Berkoff and Metamorphosis | Practical workshops on technique / style of Steven Berkoff – How Berkoff uses rhythm, stylised motifs, exaggerated mime, ensemble movement.Application of style to Berkoff’s Metamorphosis. | Application ofrehearsal, team and performance skills.Linking of Berkovian technique to set text Metamorphosis to explore specific application of Non - Naturalistic style.Script reading and analysis / application. | Ongoing practical assessment in technique workshops.Peer / teacher feedback.Rehearsal and refinement of scripted extract piece from Metamorphosis. | Research tasks.Line learning for final assessment. | RhythmStylised motifsExaggerated mimeEnsemble movementPrecisionMetaphorBerkovian |
| HT 4 | Ensemble Script | Practical workshops exploring ensemble acting style and techniques. How we can utilise unison / cannon / echo vocal and physical techniques and associated motif work.Study of prior filmed exemplar work of ensemble scripts – East End Tales / Blackout. | Application ofrehearsal, team and performance skills.Linking of ensemble techniques technique to appropriate open text – East End Tales / Blackout - to explore specific application of ensemble style.Script reading and analysis / application | Ongoing practical assessment in technique workshops.Peer / teacher feedback.Rehearsal and refinement of scripted extract piece from chosen ensemble script. | Research tasks.Line learning for final assessment. | Ensemble actingUnisonCannonEchoMotifSynchronicity |
| HT 5 | Performance analysis and comparison.Frankenstein – NTHome – Nadia Fall | Exploration of theatre performance analysis and evaluation linked to two plays – ‘Frankenstein’ by the National Theatre‘Home’ by Nadia FallWhat makes an effective performance?How do actor’s use their performance skills to create effect?Recognition of stylistic techniques.Differences in production style and scale. | Analysis skills linked to chosen performance.Breaking down a scene to recognise effective use of technique and the impact of staging and production scale.Linking stagecraft to story and the effectiveness of style, design and staging. | Ongoing feedback and questioning from teacher.End of unit written assessment focused on comparative analysis of performance and evaluation of success. | Research tasks linked to chosen plays. | AnalysisEvaluationStagecraftStagingProduction scaleThrust stagingRevision of prior vocabulary to use in this context. |
| HT 6 | One Off Theatre | A selection of one off practical based sessions to consolidate and apply prior learning and technique in a range of styles. | Application ofrehearsal, team and performance skills.Practical skills in physical theatre, stage combat,scripting and devising,stylised motifs,ensemble acting,choral and group movement and speech. | Ongoing practical assessment in consolidation and exploration workshops.Peer / teacher feedback.Rehearsal and refinement application of skills and techniques in new contexts. | Research tasks when appropriate. | Consolidation of prior learned vocabulary. |
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