

Our Lady Queen of Peace

Catholic High School

Curriculum Overview

Y9 Drama

Careers

Local Market Information

Creative and digital sector
Community engagement organisations
Education

Skills

Creativity, Resilience, Confidence, Communication
Risk taking
Problem solving
Teamwork
Leadership
Critical thinking
Time management
Analytical skills

Jobs

Performer
Theatre designer
Technician
Director
Producer
Scriptwriter
Drama facilitator
Drama therapist
Teacher

Knowledge & Understanding

Subject Specific Literacy Development

Cultural Capital / Enrichment Opportunities

Topics (Bigger Picture)

Knowledge (Key Concepts)

Recall & Retrieval Practice Focus

Key Vocabulary

Term 1

Page to Stage

- Core performance skills developed throughout Year 7 and 8.
- Exploration of underlying themes and issues within different scripted scenes.
- Characterisation skills to suit the characterisation and communication of a range of scripts.
- Exploration of a range of characters and contexts across several plays.
- Rehearsal techniques to develop characterisation.

Recall key vocabulary and knowledge from previous lessons related to:

- Vocal and physical skills
- Character information
- Rehearsal methods

Vocal skills
Physical skills
Characterisation
Stage Directions
Naturalism
Non naturalism
Direct Address
Multi Roling
Duologue
Mime
Tension
Status
Hot seating

Social issues –crime, social class, teenage struggles, refugees.

Students develop understanding about the role of **performers, directors** and **scriptwriters** when working in and/or leading group work.

Opportunity to attend KS3 Drama club/school production rehearsals.

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Term 2	Horror	• Exploration of how different production elements including sound, lighting and acting skills can be used to create meaning and atmosphere in a performance. • Exploration of how to use theatrical tools to create tension and atmosphere on stage. • Horror techniques – moments of silence, mime, mask work. • Application of production elements to development of a horror scene.	Recall key vocabulary and knowledge from previous lessons related to: • Vocal and physical skills • Conventions of horror •	Characterisation Production elements Lighting Sound effects Moment of silence Masks Mime Performance skills Suspense Tension	Students will learn about more roles in the theatre industry including sound and lighting designers. Students develop understanding about the role of performers, directors and scriptwriters when working in and/or leading group work. Opportunity to attend KS3 Drama club/school production rehearsals.
Term 3	Devising with a Practitioner	• Devising skills. • Working as an ensemble to create an original performance. • Using creativity to respond to a stimulus. • Exploring different practitioners and styles in drama including Brecht and Frantic Assembly. • Developing stylised techniques including direct address, multi roling and placards • Applying practitioner's approaches to the development and devising of an original performance.	Recall key vocabulary and knowledge from previous lessons related to: • Practitioner knowledge • Brechtian techniques • Vocal and physical skills	Devising Stimulus Genre Style Form Practitioner Non-naturalism Fourth wall Multi Roling Placards Physical theatre Body as prop Frantic Assembly	Students opting for GCSE Drama will attend Wigan and Leigh's Performing Arts Summer Showcase to explore different course routes and opportunities. Students explore different styles of Drama that exist in the world. Students learn about the history of theatre and influential practitioners who have shaped theatre. Students understand the role of a theatre practitioner in the theatre industry. Students develop understanding about the role of performers and directors when working in and/or leading group work. Opportunity to attend KS3 Drama club/school production rehearsals.

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
Term 1	- Physical Skills - Vocal Skills - Techniques – Line Learning - Audience Awareness - Knowledge Test	- To identify how student apply a range of performance skills to clearly communicate different characters and their context (teenagers, social class, crime). - To measure students' ability to learn lines and perform without a script in hand. - To check students' understanding of key vocabulary and knowledge in drama.	- Whole class and individual pupil feedback during lesson. - Feedback will involve improvement and development tasks. - Tests marked and scores recorded via progress trackers and on sims.
Term 2	- Physical skills - Vocal skills - Techniques – sound effects, lighting, moments of silence and masks. - Audience Awareness	- To identify how students can apply effective performance skills to a horror style performance to create tension and atmosphere. - To identify how successfully students can apply design skills into a performance to create atmosphere.	- Whole class and individual pupil feedback during lesson. - Feedback will involve improvement and development tasks. - Tests marked and scores recorded via progress trackers and on sims.
Term 3	- Physical Skills - Vocal Skills - Techniques – multi roling and placards – Brechtian techniques - Audience Awareness - Knowledge test	- To identify how successfully students can apply a range of performance skills to a stylised performance with the use of an influential practitioner. - To check students' understanding of key vocabulary and knowledge in drama.	- Whole class and individual pupil feedback during lesson. - Feedback will involve improvement and development tasks. - Tests marked and scores recorded via progress trackers and on sims.