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| **Our Lady Queen of Peace**Catholic Engineering College | Curriculum Overview |
| **Year 9 Drama** |

|  | **Knowledge & Understanding** | **Subject Specific Literacy Development** | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites****(Bigger Picture)** | **Components****(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Read Like A... Focus** | **Key Vocabulary** |
| **Half Term 1-2** | **Page to Stage** | * Recapping core performance skills developed throughout Year 7 and 8.
* Discussing the underlying themes and issues within different scripted scenes.
* Developing characterisation skills to suit the characterisation and communication of a range of scripts.
* Exploring a range of characters and contexts across a number of plays.
* Exploring social issues through script work.
* Developing characterisation through rehearsal techniques.
* Assessment of the application of performance skills to a scripted performance scene which clearly shows the context and current situation of the piece.
 | * Recall key terminology
* Reviewing performances
* Performance feedback opportunities
* Hot Seating to check understanding of characters
* Role on the wall
* Character walks to recap characters.
 | Teechers – John Godber | Vocal skillsPhysical skillsCharacterisationStage DirectionsNaturalismDirect AddressRehearseTextHot SeatingRole on the WallDuologueStatusThought TrackSocial ClassTensionDomestic Abuse  | Social issues – domestic abuse, crime, death, careers, teenagersOpportunities to attend KS3 Drama Club/school production rehearsals  |
| **Half Term 3** | **Semiotics** | * Identifying different production elements in theatre.
* Exploring how meaning is created through theatre.
* Applying production elements to development of a scene.
* Exploring and creating lighting techniques into a performance.
* Creating costume for a performance.
* Assessment of the application of different production elements into a scripted performance to create meaning for an audience.
 | * Recall key terminology
* Discussing opinions and thoughts towards meaning in exemplar piece of theatre.
* Reviewing performances
* Performance feedback opportunities
 | Peter Pan National Theatre Review | SemioticsSignsSymbolsProduction elementsCostumeLightingSoundSetPerformance skills | Students will learn about more roles in the theatre industry including lighting and costume designers. Opportunities to attend KS3 Drama Club/school production rehearsals  |
| **Half Term 4** | **Live Theatre Review** | * Watching professional online theatre.
* Reviewing the success of professional theatre.
* Analysing semiotics within a performance.
* Developing writing skills and technique in drama.
* Assessment of the application of knowledge and terminology to a written theatre review.
 | * Recall key terminology
* Recall and recap key moments from the performance.
* Reviewing performances
* Recalling writing skill structures and techniques
 | Peter Pan National Theatre Review | SemioticsProduction elements CostumeLightingSoundSetPerformance skillsReviewAnalyseEvaluateCommunication | Students will be exposed to professional theatre online – Peter PanOpportunities to attend KS3 Drama Club/school production rehearsals  |
| **Half Term 5-6**  | **Devising using a Practitioner** | * Exploring different practitioners and styles in drama including physical theatre and epic theatre.
* Developing stylised techniques including fourth wall, direct address, placards, multi roling, body as prop, chair duets.
* Applying practitioner’s approaches to the development and devising of an original performance.
* Working as a team to create an original performance.
* Assessment of the application of practitioner techniques and performance skills to the creation and performance of an original piece of theatre.
 | * Recall key terminology
* Reviewing performances
* Performance feedback opportunities
* Recalling and comparing practitioners and styles.
 | Curious Incident of the Dog in the Night Time | DevisingStimulusGenreStyleFormPractitionerNaturalismNon-naturalismPhysical Theatre, ExpressionismFourth WallDirect AddressMulti RolingPlacardsChair DuetsBody as Prop | 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. Opportunities to attend KS3 Drama Club/school production rehearsals  |

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| **Key Assessments** |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| December | * Physical Skills
* Vocal Skills
* Techniques will be based on the chosen script:

Teechers – Line Learning, Comedy, Direct Address.Two – Line Learning, Tension, StatusBlood Brothers – Line Learning, Contrast, Status* Audience Awareness
* Key vocabulary test
 | To identify how student apply a range of performance skills to clearly communicate different characters and their particular context (domestic abuse, secrets, teenagers). Students are also assessed on how well they have developed and learned their lines towards the performance, in addition to the relevant techniques for each script.  | Updated KPI TrackerVerbal FeedbackTeacher and whole class feedback  |
| March  | The quality of students’ written responses to the live theatre review questions. They will follow the WHAT, HOW, WHY structures to ensure work is detailed and accurate. 10 marks for level of terminology used. 10 marks for explanation and description.10 marks for Analysis and Evaluation of the play.  | To identify how students are able to watch, review and evaluate professional theatre. They will demonstrate their knowledge of key terminology as they apply this into their written responses.  | Updated KPI TrackerVerbal and whole class feedback |
| June  | * Physical Skills
* Vocal Skills
* Techniques – practitioner techniques
* Audience Awareness
* Key vocabulary test
 | To identify how students can apply a range of performance skills and studied techniques to a stylised performance with the use of an influential practitioner.  | Updated KPI TrackerVerbal and whole class feedback |