

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

Year 9 Drama

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Read Like A... Focus	Key Vocabulary	
Half Term 1 & 2	Page to Stage	<p>Core performance skills developed throughout Year 7 and 8.</p> <p>Exploration of underlying themes and issues within different scripted scenes.</p> <p>Characterisation skills to suit the characterisation and communication of a range of scripts.</p> <p>Exploration of a range of characters and contexts across a number of plays.</p> <p>Rehearsal techniques to develop characterisation.</p>	<p>Recall key terminology</p> <p>Performance opportunities</p> <p>Reviewing performances</p> <p>Performance feedback opportunities</p> <p>Hot Seating to check understanding of characters</p>	Teachers – John Godber	<p>Vocal skills</p> <p>Physical skills</p> <p>Characterisation</p> <p>Stage Directions</p> <p>Naturalism</p> <p>Non naturalism</p> <p>Direct Address</p> <p>Multi Roling</p> <p>Duologue</p> <p>Mime</p> <p>Tension</p> <p>Hot seating</p>	<p>Social issues –crime, social class, teenagers</p> <p>Opportunities to attend KS3 Drama Club/school production rehearsals</p>

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Half Term 3 & 4	Horror	<p>Exploration of how different production elements including sound, lighting and acting skills can be used to create meaning and atmosphere in a performance.</p> <p>Application of production elements to development of a horror scene.</p> <p>Exploration of how to use theatrical tools to create tension and atmosphere on stage.</p> <p>Exploring and creating lighting techniques into a performance.</p>	<p>Recall key terminology</p> <p>Discussing opinions and thoughts towards meaning in exemplar piece of theatre.</p> <p>Reviewing performances</p> <p>Performance opportunities</p> <p>Performance feedback opportunities</p>	Macbeth National Theatre Review	Characterisation Production elements Lighting Sound Performance skills Review Analyse Evaluate Suspense Tension	<p>Students will learn about more roles in the theatre industry including sound and lighting designers.</p> <p>Students will be exposed to professional theatre online – Macbeth</p> <p>Opportunities to attend KS3 Drama Club/school production rehearsals</p>
	Live Theatre Review	<p>Exploration of how different production elements including sound, lighting and acting skills can be used to create meaning and atmosphere in a performance.</p> <p>Exploration of how to use theatrical tools to create tension and atmosphere on stage.</p> <p>Watching professional online theatre.</p> <p>Reviewing the success of professional theatre.</p> <p>Developing writing skills and technique in drama.</p>	<p>Recalling writing skill structures and techniques</p>			

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Half Term 5 & 6	Devising	Devising skills.	Recall key terminology	Curious Incident of the Dog in the Nighttime	Devising Stimulus Genre Style Form Practitioner Non-naturalism Fourth wall Multi Roling Placards	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.
		Working as an ensemble to create an original performance. Using creativity to respond to a stimulus.	Performance opportunities Reviewing performances Performance feedback opportunities			
	Practitioner – Brechtian Theatre	Exploring different practitioners and styles in drama including Brecht and epic theatre. Developing stylised techniques including direct address, multi roling and placards. Applying practitioner’s approaches to the development and devising of an original performance.	Recalling and comparing practitioners and styles.			

Key Assessments

When	What will be assessed?	Why is this being assessed?
Half Term 1	<ul style="list-style-type: none"> Physical Skills Vocal Skills Techniques – Line Learning Audience Awareness 	<ul style="list-style-type: none"> To identify how student apply a range of performance skills to clearly communicate different characters and their particular context (teenagers, social class, crime). To measure students' ability to learn lines and perform without a script in hand.
Half Term 2	<ul style="list-style-type: none"> Physical Skills Vocal Skills Techniques – Line Learning Audience Awareness Knowledge Test 	<ul style="list-style-type: none"> To identify how student apply a range of performance skills to clearly communicate different characters and their particular 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.
Half Term 3	<ul style="list-style-type: none"> Physical skills Vocal skills Techniques – sound and lighting to create tension Audience Awareness 	<ul style="list-style-type: none"> 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.
Half Term 4	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To identify how students are able to watch, review and evaluate professional theatre. To measure knowledge of key terminology in a written theatre review.
Half Term 5/6	<ul style="list-style-type: none"> Physical Skills Vocal Skills Techniques – multi roling and placards – Brechtian techniques Audience Awareness Knowledge test 	<ul style="list-style-type: none"> 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.