



**Year 9 - Drama**

<b>Curriculum intent</b>	The aim of the curriculum is that learners will build on their understanding of the key competencies and values which are embedded in the curriculum through discussion, routines and themes within the topics. They will relate to their environment and social experiences. Learners receive opportunities to explore devised and scripted work in order to further develop basic understanding of key theatrical techniques that provide an exciting foundation for those choosing to continue studying a Drama pathway at B Tec Performing Arts. Learners will work on topics in greater depth, be expected to have supported opinions and generate work that has been thought out and well-rehearsed or prepared.					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<b>Rehearsals and Planning:</b> Creating devised work using a stimulus allows you to produce a piece of imaginative theatre that can relate to your age group and include your own thoughts and opinions. The intention can be to inform, educate and even shock!	<b>Staging and performance:</b> Creating devised work using a theme: Technology	<b>Rehearsal and exploration</b> Play Study: 'Blood Brothers' by Playwright John Godber	<b>Performance and review</b> Play Study: 'Blood Brothers' by Playwright John Godber	Digital/Live Performance- Successful Actor study and review: Billy Elliot	Exploration and collaboration of Themes studied this year:
<b>Skills</b>	To have understood the different impacts of 'Technology using visual stimulus:  <b>SKILLS:</b> Fiction reading skills Script writing skills Creative thinking skills – stimulus. Performance skills/techniques  <b>Keywords:</b>  Style Genre Analysing Evaluating Characterisation	To continue to include researched facts to support the intention of the performance  <b>Keywords</b>  Staging Stage Directions Lighting Costume Characterisation Social class – accent Style Line learning	To have started to understand the content of the play and its style.  <b>SKILLS:</b> Fiction reading skills Script writing skills Creative thinking skills – stimulus. Performance skills/techniques  <b>Keywords:</b>  Style	To have continued to understand the storyline, structure and style along with how choral voice and movement are used.  <b>Keywords:</b>  Style Genre Analysing Evaluating Characterisation Staging (ideas)	To have started to understand the themes in the stimulus.  <b>SKILLS:</b> Creative thinking skills – stimulus. Research. Performance skills/techniques  <b>Keywords:</b>  Genre Analysing Evaluating Characterisation Themes	To write a detailed review including personal thoughts and reasoning.  <b>Keywords</b>  Analysis Evaluation Themes Characterisation Intention Staging



	Staging (ideas) Monologue Tableaux		Genre Analysing Evaluating Characterisation Staging (ideas) Monologue Tableaux	Monologue Tableaux	Style Roles and responsibilities	
<b>Assessments</b>	Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics.	Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics.	Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics.	Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics.	Learners will be assessed on a theory task to write about a successful performer using keywords and terminology	Learners will be assessed in a practical performance and theory task on the knowledge and skills learned throughout the topics.
<b>Enrichment</b> <b>**Drama Club open to all year groups to develop vocal and physical skills</b>	College liaison – Tutor workshop in school or college; ASF? Clarendon? tbc  Researching key themes, website links. Creating stage plans, lighting and sound ideas <a href="https://www.youtube.com/watch?v=loFL5gT_m8I">https://www.youtube.com/watch?v=loFL5gT_m8I</a>	College visit – explore FE and Drama. College Performance – Past students; tbc Decide and bring props and costume.	Theatre Visit: Watch a live performance if available; tbc  Researching key themes and the playwright's intentions. Also website links in the play and the playwrights intentions <a href="https://www.on-magazine.co.uk/arts-interviews/willy-">https://www.on-magazine.co.uk/arts-interviews/willy-</a>	Character monologue writing, researching key themes, website links <a href="https://www.youtube.com/watch?v=c1jaj9fIKok">https://www.youtube.com/watch?v=c1jaj9fIKok</a>  <a href="https://www.youtube.com/watch?v=r_9stkeOEGE">https://www.youtube.com/watch?v=r_9stkeOEGE</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zxvZsg8">https://www.bbc.co.uk/bitesize/topics/zxvZsg8</a>	If not prior to -Theatre Visit: Watch a live performance if available; tbc  Research of an actor of their choice.  Research key themes: Relationships Class/background Roles in society Employment  <a href="https://www.mtishows.com/show-history/1889">https://www.mtishows.com/show-history/1889</a>	Character monologue or script writing, researching key themes, website links <a href="https://www.youtube.com/watch?v=yDPSr8gbnxA">https://www.youtube.com/watch?v=yDPSr8gbnxA</a> <a href="https://www.youtube.com/watch?v=9b0mzm7jDEs">https://www.youtube.com/watch?v=9b0mzm7jDEs</a>



			<a href="http://russell-blood-brothers/">russell-blood-brothers/</a>	<p>Theatre ink performance: <a href="https://www.youtube.com/watch?v=dvek0bj451Y">https://www.youtube.com/watch?v=dvek0bj451Y</a></p>	<p><a href="http://www.theatrecrecrafts.com/pages/home/shows/billy-elliott/">http://www.theatrecrecrafts.com/pages/home/shows/billy-elliott/</a></p> <p><a href="http://online.fliphtml5.com/iivi/yopa/">http://online.fliphtml5.com/iivi/yopa/</a></p> <p><a href="https://qz.com/1096401/director-stephen-daldry-on-billy-elliott-the-meaning-and-message-behind-the-films-most-memorable-scene/">https://qz.com/1096401/director-stephen-daldry-on-billy-elliott-the-meaning-and-message-behind-the-films-most-memorable-scene/</a></p> <p><a href="https://www.livedesignonline.com/theatre/billy-idyll-lighting-billy-elliott-musical">https://www.livedesignonline.com/theatre/billy-idyll-lighting-billy-elliott-musical</a></p> <p><a href="https://www.thestage.co.uk/features/costume-designer-nicky-gillibrand-i-set-myself-the-challenge-of-finding-vintage-pieces-i-can-adapt">https://www.thestage.co.uk/features/costume-designer-nicky-gillibrand-i-set-myself-the-challenge-of-finding-vintage-pieces-i-can-adapt</a></p>	
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**Rayner Stephens**  
HIGH SCHOOL