

## DRAMA-YEAR 9-TERMS 5 and 6-DEVISING DRAMA

To create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their work.

This feeds on from Terms 5 and 6, Year 8.

This feeds forward to Component 2 GCSE Drama.

<u>UNIT INTENT</u>	<u>Lesson Intent</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb)</u>	<u>Homework/Literacy Map</u>
<u>Week 1:</u> For students to DESCRIBE HOW to respond creatively to a stimulus.	To respond creatively to a poem as a stimulus. This feeds on from Term 5, Year 8. This feeds on to Component 2 GCSE Drama.	Introducing: FREEZEFRAME SOUNDSCAPE SLOW MOTION	Read Just A Thought at the End of the Day. (Anon) Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of FREEZEFRAME, SOUNDSCAPE, SLOW MOTION. Small groups respond creatively to devise drama from the stimulus.	
<u>Week 2:</u> To be able to EXPLAIN HOW to develop and refine ideas.	To respond creatively to song lyrics as a stimulus. To be able to develop and refine ideas. This feeds on from Lesson 1 This feeds forward to Year 9, Term 5, and GCSE Component 2.	Retrieving: FREEZEFRAME SOUNDSCAPE SLOW MOTION  Introducing: MIME	Read lyrics to 'The Fear' by Lily Allen. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of CHORAL SPEAKING	

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		CHORAL SPEAKING SPLIT ROLE	SPLIT ROLE MIME. Small groups respond creatively to devise drama from the stimulus. Discuss how to develop and refine ideas.	
<u>Week 3:</u> To be able to EVALUATE HOW to communicate these ideas in performance.	To respond creatively to visual images as a stimulus. To be able to develop and refine ideas. To be able to communicate these ideas in performance.  Feeds on from Lessons 2 and 3. Feeds forward to DEVISING DRAMA, Year 9, and GCSE Component 2.	Retrieving: FREEZEFRAME SOUNDSCAPE SLOW MOTION MIME CHORAL SPEAKING SPLIT ROLE  Introducing: MULTI ROLE	Students to view selection of paintings displayed around the studio. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of Techniques offered by students. Small groups respond creatively to devise drama from their selected painting stimulus. Groups perform some ideas.	
WEEK 4 To be able to ANALYSE and EVALUATE their own contribution and that of others.	To respond creatively to visual images as a stimulus. To be able to develop and refine ideas. To be able to communicate these ideas in performance. To be able to analyse and	Retrieving: FREEZEFRAME SOUNDSCAPE SLOW MOTION MIME CHORAL SPEAKING SPLIT ROLE MULTI ROLE	Students to view a selection of photos displayed around the studio. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of	

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	<p>evaluate their own contribution and that of others.</p> <p>Feeds on from Lessons 2, 3 and 4.</p> <p>Feeds forward to DEVISING DRAMA, Year 9, and GCSE Component 2.</p>	<p>Introducing: FLASHBACK</p>	<p>Techniques offered by students.</p> <p>Small groups respond creatively to devise drama from their selected photo stimulus. Groups perform some ideas and analyse and evaluate their own contribution and that of others.</p>	
<p><u>Week 5</u></p> <p>To be able to EXPLAIN WHICH ideas to develop and refine ideas and communicate these ideas in performance.</p>	<p>To respond creatively to a mask as a stimulus. To be able to develop and refine ideas. To be able to communicate these ideas in performance. To be able to analyse and evaluate their own contribution and that of others.</p> <p>Feeds on from Lessons 2, 3 and 4.</p> <p>Feeds forward to DEVISING DRAMA, Year 9, and GCSE Component 2.</p>	<p>Retrieving: FREEZEFRAME SOUNDSCAPE SLOW MOTION MIME CHORAL SPEAKING SPLIT ROLE MULTI ROLE FLASHBACK</p> <p>Introducing: FLASHFORWARD</p>	<p>Students to view a selection of masks displayed around the studio. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of Techniques offered by students.</p> <p>Small groups respond creatively to devise drama from their selected mask stimulus. Groups perform some ideas and analyse and evaluate their own contribution and that of others.</p>	
<p><u>Week 6- 12</u></p> <p>To be able to develop and refine ideas and</p>	<p>To respond creatively to a stimulus of their choice. To be able to develop and refine</p>	<p>Refer students to the full range of devising</p>	<p>Students discuss ideas for how to respond to this stimulus. Small groups</p>	

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communicate these ideas in performance. To be able to ANALYSE and EVALUATE their own contribution and that of others.	<p>ideas. To be able to communicate these ideas in performance. To be able to analyse and evaluate their own contribution and that of others.</p> <p>This feeds on from all lessons this term.</p> <p>This feeds forward to Component 2 GCSE Drama.</p>	techniques displayed on the window in studio.	devise, rehearse, develop and refine over the 5 weeks then perform and evaluate their pieces.	
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