


SUBJECT: DRAMA

Year Group	YEAR 9					
Rationale	A variety of skills and experiences will be studied in Y9 drama from social and emotional topics to GCSE scripts; this is to build on skills and knowledge to inform options choices. Drama enriches students through an active learning approach whilst encouraging skills in oracy/speaking in public and in communication, all of which will be a focus in this year's learning.					
	Flexible	Flexible	Flexible	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Alcohol and Respect	Physical Theatre – Saturday Night Out	Our Day Out	Interpreting Mini Scripts	Locked Up	Noughts and Crosses
Knowledge	Pupils will adapt previous knowledge from Year 8 when they first looked at the idea of Theatre in Education . From this they will look at the dangers associated with reckless use of alcohol in a variety of situations with varying outcomes.	Pupils will work on their first drama movement piece. They will gain knowledge in choreographing and sequencing a section of physical theatre. They will deepen their prior Year 7/8 knowledge of the use of transitioning in order to help further develop their performance.	Pupils will deepen their prior script knowledge to develop their abilities to learn lines and devise from a script . They will gain knowledge of the subtext of the play and focus on the social and economic status of the characters presented.	Pupils will strengthen prior experience of learning lines in preparation for their first topic in Year 9. They will build on their existing knowledge by exploring the many avenues that a set of specific lines provides for them and can be interpreted in many different ways. They will develop their knowledge of devising and experience how different performances can be created from the same stimuli.	Pupils will use their prior knowledge of reality television in order to develop their own characters. They will be placed in a variety of different scenarios which will support their understanding of developing a backstory for their character and producing audition style pieces of drama.	Pupils will further develop and enhance their experiences at working from a script. They will have opportunities to select sections/extracts to perform in preparation for developing their knowledge and understanding of the demands of the GCSE course. They will unpick the strong theme of segregation and discover how it links within modern day society, whilst questioning the world around them.
Skills	Pupils will work from a variety of stimuli on this PSHE themed scheme. Pupils will devise drama from newspaper articles, poetry, and music to build on their skills of improvisation and believable characterisation . Pupils will learn to use 'Theatre in Education' and look at target audience . *Theatre in Education *Devising	The main skill to be developed is the sequencing and rehearsing of work resulting in a polished 'end performance' named Saturday Night Out and should include at least 3 different elements of Physical Theatre such as; *Body as props *Unison/canon, *Mirroring	Pupils will work from a text and look at the social and economic background of the play as well as bringing the variety of characters to life from both scripted drama and devised drama using the text as a stimulus. *Learning lines *Devising *Characterisation	Pupils will work on a variety of short scripts as a means of building on characterisation skills and performance levels required at GCSE level . They will study inference, subtext and develop their own interpretation of the text. Pupils will use the feedback from their assessment to target their work in the final term through analysis and evaluation.	Pupils will work on developing characters for a reality TV show. Pupils will learn to start the drama with a character rather than the stimulus. The characters will deepen and develop as various plot twists are given. Pupils will enhance their devising skills by on the spot improvisation . *Characterisation *Improvisation *Problem solving	Pupils will work on their second scripted piece this year. This will form their Y9 assessment and will be based on Component 3 of the Drama GCSE syllabus – Text in Practice . Pupils will select an extract to perform at the end of a six-week study of the text and pupils will be assessed using the GCSE criteria. Pupils will learn to write intentions



	*Improvising *Target audience			*Characterisation *Interpretation *Inference		for their chosen role. *Learning lines *Characterisation/intention *Monologues/duologues
Assessments	Pupils will be assessed on their creativity in producing an effective, engaging and educational piece of theatre . They will be assessed on the process undertaken in order to achieve their final product linking to the devising element of GCSE Drama Components 2 and 3.	Pupils will be assessed on their creativity and ability to perform both short instant drama and work that has been sequenced over the period of the scheme by building on skills to produce their assessed ' end performance '.	Work will be assessed on the development of skills using a text as a stimulus. Pupils will be expected to use the text to both devise improvised scenes focusing on character/history and perform believable roles relating to the texts setting, era and authorial intention . Pupils will be assessed on their ability to learn lines from a chosen extract and deliver a performance under exam conditions as expected at GCSE level.	Pupils will be assessed on their ability to work at pace to create performances lesson by lesson. Pupils will be assessed on a variety of scripts and texts from: TV scenes, musicals and Shakespeare in order to broaden their skills in performance styles and genres.	Pupils will be assessed on their ability to draw on the stimuli they are offered in order to create their own characters (both characterisation and drama movement). Self-evaluation and critique will be part of the analytical process after performances.	Pupils will be assessed on their ability to work on monologue, duologue and group pieces as further preparation guiding them towards GCSE level. They will be assessed against the GCSE criteria from exam criteria.