



**SUBJECT: DRAMA**

Year Group	<b>YEAR 9</b>					
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.					
Topic	Flexible	Flexible	Flexible	Spring Term	Summer Term	Summer Term
	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 <b>Theatre in Education</b> . 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 <b>choreo-graphing</b> and <b>sequencing</b> a section of physical theatre. They will deepen their prior Year 7/8 knowledge of the use of <b>transitioning</b> in order to help further develop their performance.	Pupils will deepen their prior script knowledge to develop their abilities <b>to learn lines and devise from a script</b> . They will gain knowledge of the <b>subtext</b> of the play and focus on the <b>social and economic status</b> 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 <b>set of specific lines</b> provides for them and can be interpreted in many different ways. They will develop their knowledge of <b>devising</b> 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 <b>developing a backstory</b> for their character and producing <b>audition style</b> pieces of drama.	Pupils will further develop and enhance their experiences at working from a script. They will have opportunities to select <b>sections/extracts to perform</b> 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.
Homework	Research facts and statistics based on alcohol related issues with teens.	Plan two pieces of music ready for performance of Physical Theatre.	Learn lines from chosen extract (Component 3 GCSE link) ready for assessment performance.	Learn lines from chosen script linking text work and devising together.	Research 'Reality TV' and the 'hooks' used to gain audience numbers.	Choose an extract from the play and learn lines, rehearse and include technical elements of Drama GCSE specification.
Careers/ PSHE link	Links to services available, medical professionals, Social and emotional issues.	Links to careers in the theatre and various art forms, links to design and music.	Social/environmental issues discussed. Links to low paid jobs, the economy and deprived areas. Education and relationships.		Problem solving, communication and environmental/mental health issues.	Social/economic issues, status, education, relationships.
Skills	Pupils will work from a variety of stimuli on this PSHE themed scheme. Pupils will devise drama from newspaper	The main skill to be developed is the <b>sequencing and rehearsing</b> of work resulting in a polished 'end performance' named Saturday	Pupils will work from a text and look at the <b>social and economic background</b> of the play as well as bringing the variety of characters to life	Pupils will work on a variety of short scripts as a means of building on <b>characterisation skills</b> and <b>performance levels required</b>	Pupils will work on developing characters for a reality TV show. Pupils will learn to start the drama with a character rather than the	Pupils will work on their second scripted piece this year. This will form their Y9 assessment and will be based on <b>Component 3 of</b>



	<p>articles, poetry, and music to build on their <b>skills of improvisation and believable characterisation</b>. Pupils will learn to use 'Theatre in Education' and look at <b>target audience</b>.</p> <p><b>*Theatre in Education</b>  <b>*Devising</b>  <b>*Improvising</b>  <b>*Target audience</b></p>	<p>Night Out and should include at least 3 different elements of Physical Theatre such as;</p> <p><b>*Body as props</b>  <b>*Unison/canon,</b>  <b>*Mirroring</b></p>	<p>from both <b>scripted drama and devised drama</b> using the text as a stimulus.</p> <p><b>*Learning lines</b>  <b>*Devising</b>  <b>*Characterisation</b></p>	<p><b>at GCSE level.</b> They will <b>study inference, subtext and develop their own interpretation</b> of the text. Pupils will use the feedback from their assessment to target their work in the final term through analysis and evaluation.</p> <p><b>*Characterisation</b>  <b>*Interpretation</b>  <b>*Inference</b></p>	<p>stimulus. The <b>characters will deepen and develop</b> as various plot twists are given. Pupils will enhance their devising skills by <b>on the spot improvisation</b>.</p> <p><b>*Characterisation</b>  <b>*Improvisation</b>  <b>*Problem solving</b></p>	<p><b>the Drama GCSE syllabus – Text in Practice.</b> Pupils will select an <b>extract</b> 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 <b>intentions</b> for their chosen role.</p> <p><b>*Learning lines</b>  <b>*Characterisation/intention</b>  <b>*Monologues/ duologues</b></p>
<p><b>Assess-ments</b></p>	<p>Pupils will be assessed on their creativity in producing an <b>effective, engaging and educational piece of theatre</b>. 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.</p>	<p>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 <b>'end performance'</b>.</p>	<p>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 <b>setting, era and authorial intention</b>. Pupils will be assessed on their ability to <b>learn lines from a chosen extract</b> and deliver a performance under exam conditions as expected at GCSE level.</p>	<p>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.</p>	<p>Pupils will be assessed on their ability to draw on the stimuli they are offered in order to <b>create their own characters</b> (both characterisation and drama movement). <b>Self-evaluation</b> and critique will be part of the analytical process after performances.</p>	<p>Pupils will be assessed on their ability to work on <b>monologue, duologue and group pieces</b> as further preparation guiding them towards GCSE level. They will be assessed against the GCSE criteria from exam criteria.</p>