

Programme of study for Drama – Year 9

<b>Autumn (1<sup>st</sup> term)</b>	<b>Autumn (2<sup>nd</sup> term)</b>	<b>Spring (1<sup>st</sup> and 2<sup>nd</sup> Terms)</b>	<b>Summer (1<sup>st</sup> and 2<sup>nd</sup> Terms)</b>
From – Sept – Oct	From – Oct-Dec	From – January - March	From – May - July
<p><b>Topic / Big Question:</b></p> <p><b>Stand Up For Your Rights – devising from a stimulus</b></p> <p><b>Key Learning Outcomes (students should know):</b></p> <p>Students will explore the motivations and intentions of the suffragettes and other world protests, using drama techniques to bring these to life. They will use narration, freeze frame, role play, hot seating, conscience alley, monologue and physical theatre to bring the scenes to life.</p>	<p><b>Topic / Big Question:</b></p> <p><b>Noughts and Crosses (text)</b></p> <p><b>Key Learning Outcomes (students should know):</b></p> <p>Students will explore how to interpret meaning from a text, create contrasts between characters and begin to explore design elements throughout this scheme. They will use a variety of techniques including Magic If, conscience alley, hot seating and role play to create their work, and work in pairs/groups to plan set and costume designs for key scenes.</p>	<p><b>Topic / Big Question:</b></p> <p><b>Developing physical skills and exploring practitioners</b></p> <p><b>Key Learning Outcomes (students should know):</b></p> <p>Key practitioners and how their work can be used to develop the students’ own devising scenes</p> <p>Key aspects of the work of:</p> <p>Frantic Assembly</p> <p>Brecht</p> <p>Stanislavski</p> <p>Berkoff</p> <p>Artaud</p> <p>Techniques that these practitioners use to devise work and how the students can apply these to their own work</p>	<p><b>Topic / Big Question:</b></p> <p><b>C1: Mock Devising Unit (40%)</b></p> <p><b>Theatre in Education</b></p> <p><b>Key Learning Outcomes (students should know):</b></p> <p>The principles of TiE</p> <p>How to research effectively for a piece of TiE including considering their target audience</p> <p>Their topic – inside out (e.g. eating disorders, mental health, road safety etc)</p> <p>How to work together in a team for an extended period</p> <p>How to promote and market their performance</p> <p>How to embed lighting, sound and other design elements into a performance to build atmosphere</p> <p>How to achieve highly in the written</p>

			portfolio
<p><b>Skills (students should be able to do):</b></p> <p>Use the techniques listed above appropriately and skilfully in performance. Students will learn about specific suffragettes and what they did to make a stand, and students will be able to apply appropriate drama techniques to scenes recreating these moments, using their performance skills (use of tone, volume, pitch, pace, pause, accent, movement, facial</p>	<p><b>Skills (students should be able to do):</b></p> <p>Interpret a script and bring it to life</p> <p>Use voice and movement skills to create and develop character</p> <p>Use effective staging to perform key sections.</p>	<p><b>Skills (students should be able to do):</b></p> <p>Use the key practitioners work in their own short performance work</p> <p>Develop use of voice, physicality and stage space to create the style of each practitioner</p>	<p><b>Skills (students should be able to do):</b></p> <p>Write and perform narration to engage an audience</p> <p>Embed research into performance</p> <p>Create and perform effective characters</p> <p>Apply physical and vocal skills to develop the piece</p> <p>Logging rehearsal work completed to support the portfolio writing</p>

<p>expression, body language, levels and proxemics) to effectively perform these scenes.</p>			
<p><b>End of term 1 assessment to cover:</b></p> <p>Formative assessment of performances throughout, giving feedback for students to note down and use in future lessons. End of topic final performance of Tiananmen square protests and written evaluation of their understanding of the skills developed.</p>	<p><b>End of unit assessment to cover:</b></p> <p>Students' understanding of how to use design elements to bring scenes to life, and how they can discuss their knowledge of the play and characters by choosing key home learning from the menu</p>	<p><b>End of unit assessment to cover:</b></p> <p>Not formally assessed but formative assessment of their performance work will be done throughout the half term</p>	<p><b>End of term 2 assessment to cover:</b></p> <p>Mock devising assessment in Summer 1 including performance / 15 marks and written portfolio / 45 marks</p>
<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>We have reintroduced this scheme of work this year to try and engage all students in developing their use of techniques, building on devising work we did on this in Year 8 (Detectives). They will be building on prior techniques and being encouraged to use these more independently, and introduced to some new exploration techniques as well. We want to also build in opportunities for students to develop group work skills, as they will have changed classes this year after being in forms for 2 years, so they need to work to</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>Exploring a script gives the students a chance to understand the different structures of creating a performance, and this script especially enables what can be a challenging year group the opportunity to reflect on key issues of tolerance and understanding. By exploring this script, it allows for diversifying the curriculum and engaging the students in issues that are important for us to explore. It also allows us to look at effective uses of design elements.</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>We want to ensure that students have an excellent knowledge base on which to be able to prepare their devising work, so we want to teach students about this range of practitioners so they can independently/ with support use these within their devising work throughout their drama studies. They have had basic introductions to Frantic, Stanislavski and Brecht but this will go through their aims and techniques in a much more detailed way.</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>This will be the main internally assessed unit for the students to undertake, and it can be very challenging. This ensures they understand the process they must go through in order to complete this component.</p> <p>Students are introduced to a theme through imagery and text, and following initial practical exploration of these, they then pick in groups one to focus on developing. They then progress through the steps from deciding on the storyline, developing characters, considering their target audience and key message, undertaking research to include within the piece, and rehearsing and refining the work so it is of a high standard. We have previously performed these to a local</p>

<p>develop new positive working relationships with others, and this gives an opportunities for paired, group and individual work to be completed. We have various written tasks within this unit, to reflect on techniques used and the quality of work produced, to ensure students are aware of what makes excellent performances so they can aim to do those themselves.</p>			<p>primary school, so that students can perform to their target audience, so we are hoping this can be reinstated this year.</p> <p>Students must make notes on each rehearsal to ensure they remember the work they have undertaken which they require for their portfolios, and they are encouraged to complete some of the questions as they go through the process so they don't forget key parts of the rehearsals.</p> <p>The students will then have lessons and home learning tasks focusing on developing their portfolios.</p>
<p><b>Centrally planned home – learning tasks:</b></p> <p>Written evaluation of scene          Researching the Suffragette and Tiananmen protests          Final written evaluation of work</p>	<p><b>Centrally planned home – learning tasks:</b></p> <p>Choices from a menu regarding design and performance options          Annotating monologue          Pre-reading</p>	<p><b>Centrally planned home – learning tasks:</b></p> <p>Research on each practitioner          Summary of work created</p>	<p><b>Centrally planned home – learning tasks:</b></p> <p>Researching the topic/theme/issue          Line learning          Rehearsals          Portfolio notes and formal questions</p>
<p><b>Reading / literacy:</b></p> <p>Introduction to some more advanced terminology          Reading newspaper headlines/excerpts from diary entries</p>	<p><b>Reading / literacy:</b></p> <p>Reading and interpreting a text          Highlighting words they don't understand/haven't come across / using blackout poetry</p>	<p><b>Reading / literacy:</b></p> <p>Reading and interpreting text to apply some of their knowledge          Researching practitioners          Understanding key terminology</p>	<p><b>Reading / literacy:</b></p> <p>Researching effectively online – skimming/ searching appropriately then adapting to build into content for the audience to understand          Writing of dialogue/monologues</p>

<p>Writing feedback down in short form after performances and then extending this into full sentence answers at home. Sentence starters and key word banks given to support this.</p>	<p>and reciprocal reading to predict elements of the plot</p>		<p>Portfolio writing</p>
<p><b>Numeracy:</b> Groupings Spatial awareness</p>	<p><b>Numeracy:</b> Warm up games (get into order of 3<sup>rd</sup> letter of 1<sup>st</sup> name etc)</p>	<p><b>Numeracy:</b> Staging Warm up games</p>	<p><b>Numeracy:</b> Planning staging/designing - lighting/sound cues</p>
<p><b>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</b></p> <p>Rehearsals after school/at lunch times to encourage commitment/as part of home learning tasks</p> <p>Drama Club – many Year 9 students take part in this and have built their confidence through doing so – many are performing in or designing elements of our Matilda musical performance</p> <p>Go Live Theatre Projects workshop for 100 students and trip for 30 students</p> <p>Creation of a theatre company for the TiE pieces, which they would replicate if they began their own theatre company, and possible performance to primary schools</p> <p>SMSC – considering how our actions have consequences, empathising with characters, exploring different themes, e.g. refugees in the TiE work, Suffragettes in the Stand Up For Your Rights work</p>			