

Programme of study for Drama - Year 9

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Sept-Nov	Nov-Dec	Jan-Feb	Mar-Apr	April- July	
<p>Topic / Big Question:</p> <p>The Terrible Fate of Humpty Dumpty (anti-bullying script)</p>	<p>Topic / Big Question:</p> <p>Physical Theatre</p>	<p>Topic / Big Question:</p> <p>Stand Up For Your Rights – devising from a stimulus</p>	<p>Topic / Big Question:</p> <p>Practitioners</p>	<p>Topic / Big Question:</p> <p>Theatre in Education devising project</p>	
<p>Skills (students should be able to do):</p> <p>Interpret a script and bring it to life Use voice and movement skills to create and develop character Use effective staging to perform key sections.</p>	<p>Skills (students should be able to do):</p> <p>Frantic assembly: Shoaling, grid walking, chair duets, around by through, prayer hands (Colombian hypnosis). Lifts. Laban efforts for movement Problem solving Counter balances</p>	<p>Skills (students should be able to do):</p> <p>Use techniques (narration, freeze frame, role play, hot seating, conscience alley, monologue and physical theatre) appropriately and skilfully in performance. Apply appropriate drama techniques to scenes recreating these moments, using their performance skills (use of tone, volume, pitch, pace, pause, accent, movement, facial expression, body language, levels and proxemics) to effectively perform these scenes.</p>	<p>Skills (students should be able to do):</p> <p>Apply the skills learned from each practitioner into their own short, devised performance work e.g. emotion memory, what if, placards, alienating the audience, physical theatre.</p>	<p>Skills (students should be able to do):</p> <p>Work in teams to develop a short devising project Apply skills developed throughout the year into this project Communicate a key message to teach the audience about an important issue</p>	

<p>Key Learning Outcomes (students should know):</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 hot seating, developing use of proxemics and characterisation to explore the play.</p>	<p>Key Learning Outcomes (students should know):</p> <p>Who Frantic Assembly are What Physical Theatre is and how they can utilise it Frantic Assembly methods of devising material Frantic Assembly lifts Laban efforts Health and Safety considerations Teamwork Trust</p>	<p>Key Learning Outcomes (students should know):</p> <p>Students will learn about specific suffragettes and what they did to make a stand. Students will explore the motivations and intentions of the suffragettes and other world protests, using drama techniques to bring these to life. They will know how to use narration, freeze frame, role play, hot seating, conscience alley, monologue and physical theatre to bring the scenes to life.</p>	<p>Key Learning Outcomes (students should know):</p> <p>About each of the different practitioners and their inspiration and impact How to use key practitioner techniques in their own devised work</p>	<p>Key Learning Outcomes (students should know):</p> <p>How to structure a devised piece How to communicate a key message How to reflect on and evaluate their work Technical elements of theatre and how these can enhance performances</p>
<p>Autumn Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>Written evaluation of performance Performance of key scene in 2/3s Physical theatre scene using key techniques</p>		<p>Spring Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>Researching the Suffragette and Tiananmen protests Final written evaluation of work</p>		<p>Summer Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>Final performance Short written evaluation of process and performance</p>
<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Exploring a script gives the students a chance</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>We have reintroduced this scheme of work</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>We want to ensure that students have an</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>We want to ensure students have a final opportunity to bring all their knowledge together to create a theatre in education piece. Having this over a term means that we can build in key</p>

to understand the different structures of creating a performance, and this script especially enables the year group to understand the impact of bullying and the effect of not being a bystander to bullying. Also reflecting on key issues of tolerance and understanding. By exploring this script, it engages the students in issues that are important for us to explore.	This unit allows the students the opportunity to develop skills away from script performance and more into physicality. It allows them to work in various groups to create objects and furniture, which they find engaging and which enables them to produce more varied work later in the year and into year 10.	with reference to some more modern protests to try and engage all students in developing their use of techniques, building on devising work we did on this in Year 8 (Detectives) and following on from script work and physical theatre, so they can utilise skills and knowledge from both schemes into these tasks, to build on their knowledge.	excellent knowledge base on which to be able to prepare their devising work, so building on physical and devising work we have done so far in the year, we now want to teach students about this range of practitioners so they can 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.	lessons on design elements and what the students would use for lighting, sound, set and costume, which is key for those carrying on with Drama in year 10 to know before they begin their GCSE course.
Home – Learning: Writing a monologue from a character (Lesley's) perspective	Home – Learning: Watching physical theatre clips	Home – Learning: Researching the Suffragette and Tiananmen protests Online quiz	Home – Learning: Researching key practitioners Online quiz	Home – Learning: Research into their topic Watching work in progress performance and other examples online Final evaluation of performance
Reading / High Quality Text: Script extracts	Reading / High Quality Text: Physical literacy – encouraging reading	Reading / High Quality Text: Reading newspaper headlines/excerpts from diary entries	Reading / High Quality Text: Information about practitioners Script extracts	Reading / High Quality Text: Researching into their topic Script writing

	meaning from bodies and shapes			
Numeracy: Warm up games (get into order of 3 rd letter of 1 st name etc)	Numeracy: Groupings Spatial awareness	Numeracy: Warm up games Spatial awareness	Numeracy: Spatial awareness Groupings	Numeracy: Timings for scenes and for cues for lighting/sound

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Drama Club – preparation for the school musical and Friends and Family performances

Opportunities for on-stage and backstage support – lighting, costume, set, props design

Rewards trips

Development of student relationships and personal confidence

Developing more understanding of theatre as an art form and how it has developed through history, and key figures e.g. Stanislavski, Brecht, Artaud, and Frantic Assembly, who they may otherwise not been aware of

Working as a theatre company to ensure they create an effective performance, considering design elements as well

Curriculum Day experiences – some Year 9 students will be going backstage in a local theatre and having a Careers talk about design/backstage roles