Programme of study for Drama - Year 9

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Sept-Nov	Nov-Dec	Jan-Feb	Mar-Apr	April- July	
Topic / Big Question: Blood Brothers	Topic / Big Question: Developing Drama Skills	Topic / Big Question: Design skills	Topic / Big Question: Practitioners	Topic / Big Question: Theatre in Education devising project	
Skills (students should be able to do): 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.	Skills (students should be able to do): Use physical skills effectively to communicate character and status Use dialogue thoughtfully to ensure it contributes to the action Use physical theatre	Skills (students should be able to do): Apply knowledge to create ideas for design elements mainly costume, set design, props and music/sound Some students may operate lighting and sound Some students may realise costume and set designs in lesson.	Skills (students should be able to do): 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.	Skills (students should be able to do): 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	

Key Learning Outcomes (students should know): Understand about vocal and physical skills how to show it through accent, body language and movement Understand the importance of physical skills such as gesture and mime, to communicate without words Understanding how to ensure meaning is added through specifically chosen dialogue	Key Learning Outcomes (students should know): Students will explore how to interpret meaning from a text, create contrasts between characters and begin to explore design elements throughout this scheme, which will build into the next scheme. They will use a variety of techniques including hot seating, developing use of proxemics and characterisation to explore the play.	Key Learning Outcomes (students should know): The purpose of design elements Key terminology for each of the design elements, e.g. spotlights, gobo, fresnel, digetic and non-digetic sound, and fit/fabric/material for costume. How each design element can communicate meaning to an audience. Creating a design pitch to explain their ideas to a 'dragon'	Key Learning Outcomes (students should know): About each of the different practitioners and their inspiration and impact How to use key practitioner techniques in their own devised work	Key Learning Outcomes (students should know): 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

Autumn Term – centrally planned, standardised and teacher marked piece(s) of work Duologue scene performance	Autumn Term – centrally planned, standardised and teacher marked piece(s) of work	Spring Term – centrally planned, standardised and teacher marked piece(s) of work Students will work towards a pitch showcasing their design ideas	Spring Term – centrally planned, standardised and teacher marked piece(s) of work Students will perform a devised scene using techniques from the practitioners	Summer Term – centrally planned, standardised and teacher marked piece(s) of work Final performance Short written evaluation of process and performance
Building understanding: Rationale / breakdown for your sequence of lessons: We have decided to ensure the texts chosen in Year 7-9 are ones that could be used for Year 11 Component 2: Text in Performance, so students have already been taught the text and understand the themes and characters to enable better outcomes at GCSE.	**Building understanding: Rationale / breakdown for your sequence of lessons:** For students to have some lessons on developing improvisation skills to help their devising projects after Christmas	**Building understanding: Rationale / breakdown for your sequence of lessons:** This is a great opportunity to develop the students' understanding of the way design elements can communicate meaning, and for them to come up with their own ideas, similar to what they need to do when they get to the GCSE course. It will help teach a lot of the design content earlier than	**Building understanding: Rationale / breakdown for your sequence of lessons:** We want to ensure that students have an 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.	**Building understanding: Rationale / breakdown for your sequence of lessons:** 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 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.

		it is currently taught.		
Home – Learning: Home learning to advance their scene, e.g. script writing, music links, props Script analysis	Home – Learning: Bringing prep work e.g. written monologues, character profiles	Home – Learning: Researching their specific design element and using that to contribute to the group pitch, which will be assessed	Home – Learning: Researching key practitioners Online quiz	Home – Learning: Research into their topic Final written evaluation of performance – mock Component 1 coursework
Reading / High Quality Text: Reading the scripts	Reading / High Quality Text: Using stimuli and interpreting images and words	Reading / High Quality Text: Script extracts	Reading / High Quality Text: Information about practitioners Script extracts	Reading / High Quality Text: Researching into their topic Script writing
Numeracy: Warm up games (get into order of 3rd letter of 1st name etc)	Numeracy:	Numeracy: Awareness of lighting and sound levels/volume, measurements for costume, spatial awareness and measurements for set design	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 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
Arts Week – some Year 9 students will be having a Careers workshop about design/backstage roles, others are involved in performance poetry workshops or watching Peter Pan.