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| <p><u>Year 9</u> <u>Content & rationale</u></p> | <p>By the end of Year 9, students will have accrued further dramatic skills and investigated further genres and theatrical cultures. They will have developed their knowledge and understanding of technical aspects of theatre and how these aspects create illusion and meaning for an audience. Students will demonstrate dramatic development through the more extended dramatic form, Melodrama, extending their understanding of how to interpret a script and develop it. Lastly with the final unit, they will focus on learning the methodology of the father of 20th Century theatre Stanislavski and utilise his methods to bring a monologue to life. This concludes their Keystage 3 journey of understanding how drama and theatre is developed and performed and the vocal and physical skills required to create a character on stage.</p> <p>The key to a successful curriculum in Drama is that every student should have had opportunities to know/ experience and learn some key things:</p> <ol style="list-style-type: none"> 1. Every student has an opportunity to see a live performance and evaluate it. 2. Every student has the opportunity to speak and or present in front of a live audience and learn the skills to do this successfully. 3. Every student becomes a Global learner understanding where stories come from and with knowledge of their historical, political, Social context. | | <p>Drama is assessed using 3 criteria; Creating, Performing and Evaluation. Each unit assessment has a clear written assessment criteria for how to progress in the subject.</p> <p>Practical assessments: Continuous assessment of work in progress by teacher and pupils. This occurs in every lesson. E.g. verbal feedback and discussion on practical work. Shared thinking and evaluation of their own work and of others in the group.</p> <p>Written assessments: Self-assessment sheets for every pupil are completed at the end of every unit and teacher targets set. These sheets record pupil responses to the meaning of the work undertaken and the learning outcomes and allow students to set targets. Each student has a Booklet for each unit which contain: resources, buzz words, homework and assessment criteria and teacher target.</p> |
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| | 4. Every student had understood the opportunities in the Arts in the wider world through learning about the technical aspect of Theatre. | | |
| <u>Autumn A</u> | Stage Craft Big Question: How does theatre create the illusion for an audience? Understanding theatre through the ages and exploring how staging creates the illusion and meaning for an audience. <i>Key skills: technical aspects of lighting, sound, costume, set, properties</i> | | Oracy Assessment: <i>Presentation/Pitch of a set design to an invited audience.</i> <i>Students are assessed on:</i> <ol style="list-style-type: none"> 1. Use of technical language 2. Use of presentation skills Written Assessment: <i>Written stage craft test recalling knowledge of technical design features including:</i> <i>Historical staging, stage configuration, set, costume, sound and lighting design.</i> |



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| <p><u>Autumn B</u></p> | <p>Melodrama</p> <p>Question: Should drama educate or entertain?</p> <p>Exploring a given script (Sweeney Todd), historical context & characterisation. In the above unit, students learn about a further dramatic skill and theatrical genre. (revisiting similar style of Commedia learnt in Year 8 and references to Greek theatre learnt in Year 7) Students learn about one of the strongest dramatic traditions and genres underpinning European theatre. They will examine the prominence of archetypes as part of dramatic expression and the rationale behind the disruption of those archetypes. The extent to which this is the root of comedy is examined. (Looking at Physical comedy similar to Commedia)</p> | <p>Key Skills: Physical stock characterisation, exaggeration for comic effect, audience impact) line learning.</p> | <p>Performance Assessment:</p> <p>To present a section of 'The Demon Barber' script, focusing on presenting it in a melodramatic style.</p> <p>To annotate a script to show an understanding of character intention and playwright intention.</p> |
| <p><u>Spring A/B</u></p> | <p>Verbatim Theatre</p> <p>Big Question: Can theatre represent the truth through the eyes of those actually involved?</p> <p>In this unit students learn about an aspect of devised drama that seeks out authentic speech and behaviour to be realistic but also finds way of exploring its meaning through an ambitious range of physical expression, for which the precision learnt in previous units, such as the Commedia unit will prove fine preparation.</p> | <p>Key Skills: research, line learning, intention for audience, message of drama. Application of techniques learnt throughout Keystage 3.</p> | <p>Performance Assessment:</p> <p>To create a verbatim performance from a stimulus where thought has been given to editing and structuring material and how it might be expressed through exaggerated characterisation, repetition, slow motion, still image, chorus, abstract movement or soundscape</p> <p>Practical Assessment:</p> |



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| <p><u>Summer A/B</u></p> | <p>Bringing texts to life - Monologues (Summer Exam)</p> <p>Big Question: Is it important to believe what we see on stage?</p> <p>In the above unit, students revisit theatrical theorist and practitioner, Stanislavski. Used to explore approaches to bringing texts to Life and developing knowledge and understanding of how drama and theatre is developed and performed.</p> | <p>Key skills: Learning how to create believable characters. Drama in preparation for GCSE Drama and key presentational skills</p> <ol style="list-style-type: none"> 1. Eye contact 2. Holding audience attention – use of vocal range and physical range. 3. Understanding intention for audience 4. Understanding impact on audience. | <p>Individual preparation of a monologue. Learn lines and create a believable character.</p> <p>Summer written Exam: Technical knowledge learnt throughout the year recall test.</p> |
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