

Year 9 Drama

	Content Taught	NC Ref	Essential Knowledge	Assessment	Rationale
<p>HT 1 SOCIAL TABOOS</p>	<p>Devising - Students are provided with a stimulus to develop a range of theatrical skills and apply them to create performances.</p>	<p><u>National Curriculum.</u></p> <ul style="list-style-type: none"> • Develop a range of theatrical skills and apply them to create performances. • Understand the drama and theatre terminology used by theatre makers and how to use it appropriately. • Exploring the form and style of dramatic works. 	<p>Students develop essential knowledge of:</p> <p>How to effectively use a range of stimuli to direct, rehearse and perform an original production. This includes:</p> <p>Generating ideas for drama work by implementing knowledge of</p> <ul style="list-style-type: none"> • split staging, • direct address, • marking the moment, • flashbacks, • thought tracking, narration, • multi-rolling, • freeze frames, • proxemics, • monologue and duologue <ul style="list-style-type: none"> • Performance techniques. • Types of stimuli. <p>Responding to a stimulus.</p>	<p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Bringing together their now enhanced theatrical skills and applying them to stage a performance from a stimulus.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>During this unit pupils will have the opportunity to explore a wide range of social taboos/crimes prevalent in society today. Topics are explored via a variety of stimuli using practical skills. This allows students to access KS4 standard both in a practical and theatrical level. This is taught at the start of the year as it allows pupils to explore a range of different topics and gives them an insight as to what KS4 devising is like ready for their options.</p>

<p>HT2 PRACTITIONERS</p>	<p>Students will explore a range of key theatre practitioners through-out history.</p>	<p><u>National Curriculum.</u></p> <ul style="list-style-type: none"> • Develop a range of theatrical skills and apply them to create performances. • Understand the drama and theatre terminology used by theatre makers and how to use it appropriately. • Exploring the form and style of dramatic works. 	<p>Key focus is to expand on knowledge on how to create theatre – using a range of styles and conventions from a variety of theatre practitioners to generate creative and inspiring pieces of theatre. Focus is also on how students choose to apply the conventions explored in line with theoretical concepts.</p> <p>Brecht – Political Theatre, Alienation Effect, Epic Theatre, Episodic/Montage, Fourth Wall, Use of Third person, Multi-Rolling, Spass and placards.</p> <p>Frantic Assembly – Physical Theatre, Chair Duets, Hymn Hands, Up, Under and Over.</p> <p>Max Stafford Clarke – Off Text Improvisation, playing cards-status exercises.</p>	<p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Bringing together their gained knowledge and stylistic techniques to stage a performance in the style of a chosen practitioner.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>During this unit pupils will access a wide range of theatre practitioners and styles. Understanding theory and techniques are key in this unit to aid understanding of how theatre is performed. This unit fully prepares students for KS4 level devising unit. During this unit pupils will identify some skills used in previous years, however, will consider the theory behind them. Pupils will look at a range of styles that will be explore in KS4 Drama</p>
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<p>HT3 and 4 INSPECTOR CALLS</p>	<p>Exploring the techniques used to write and stage a “well-made play”. Cover the key themes of crime thriller and morality plays.</p>	<p><u>National Curriculum</u></p> <p>Develop a range of theatrical skills and apply them to create performances.</p> <ul style="list-style-type: none"> • Understand the drama and theatre terminology used by theatre makers and how to use it appropriately. • Exploring the form and style of dramatic works. 	<p>Students will be able to explore the text identify the importance of Stage Directions.</p> <p>Pupils will be able to use Stanislavski’s Given Circumstance to create complex and three-dimensional characters on stage.</p> <p>To examine the genres the play fits in to</p> <p>To explore the structure of the play and examine the plot features used.</p> <p>Examine the features used in a play text to develop tension.</p> <p>To examine what the dialogue reveals about the characters within the play and develop subtext.</p> <p>Explore and discuss the key themes of the play.</p>	<p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical -Stage selection of scenes from Inspector calls bringing together a focusing on character, themes, intention and social issues.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>During this unit pupils will explore a key text studied at KS4 level Drama. Understanding the key themes, plot and characters of the text will not only challenge pupils but prepare them for the textual analysis required during KS4 Drama. We will also entwine this practical element such as the techniques of naturalistic practitioner Stanislavski and the importance of stage directions when staging a play. This unit fully prepares students for KS4 component 1 as well as some core pieces of knowledge that will support students in the practical elements of KS4 Drama.</p>
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<p>HT5 MELODRAMA</p>	<p>Students will explore the genre of melodrama and they key elements that make up a Melodrama production.</p>	<p><u>National Curriculum.</u></p> <ul style="list-style-type: none"> • Develop a range of theatrical skills and apply them to create performances. • Understand the drama and theatre terminology used by theatre makers and how to use it appropriately. • Exploring the form and style of dramatic works. 	<p>Students will be able to understand what melodrama is including the historical context.</p> <p>Been introduced to stock characters and developed their performance skills to meet the needs of the stock character.</p> <p>Interpreted text to suit the needs of melodrama. Performed using the convention of melodrama through the exploration of script work, improvisation and devising.</p> <p>Been able to respond to their peers work through written and verbal feedback.</p> <p>Developing Subtext in Melodrama performances.</p> <p>Students will understand what makes verbal comedy and apply and evaluate how physical comedy is created</p>	<p>Summative Assessment (SA) Practical/ theory assessment:</p> <p>Practical -Pupils will explore the stock characters from Melodrama and its key tropes and bring this knowledge together to apply to a performance.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>During this unit pupils will explore practically a classical style of theatre. Understanding theory and techniques are key in this unit to aid understanding of how theatre is performed in a Melodrama performance. This unit fully prepares students for KS4 level devising unit. During this unit pupils will identify some skills used in previous years, however, will consider the theory behind them. Pupils will look at a range of styles that will be explored in KS4 Drama. Applying their knowledge of the key elements to Melodrama to a performance.</p>
<p>HT6 Macbeth</p>	<p>Macbeth</p>	<p><u>National Curriculum</u></p>	<p>Students will develop their knowledge on the text of</p>	<p>Summative Assessment (SA)</p>	<p>During this unit pupils will have the opportunity to read and watch a variety of past</p>

	<p>Pupils will explore the text of Macbeth, an English Literature Key text. They will explore plot, characters and themes in a practical manner to gain a solid understanding to aid English knowledge as well as Drama skills.</p>	<p>Develop a range of theatrical skills and apply them to create performances.</p> <ul style="list-style-type: none"> • Understand the drama and theatre terminology used by theatre makers and how to use it appropriately. • Exploring the form and style of dramatic works. <p>Links to English National Curriculum.</p>	<p>Macbeth, focusing on plot, characters and themes.</p> <p>Students will explore a variety of performances of Macbeth dating back to the 15th Century to present day and assess Shakespeare's work and relevance in today's world.</p> <p>Students will also explore Aristotle's template of Tragedy and how these fits in Shakespeare's Tragedies also. Rise and fall of the protagonist, Harmatia – tragic flaw and catharsis,</p> <p>Students will also explore key scenes focusing on off text improvisation, status and intention.</p>	<p>Practical/ theory assessment:</p> <p>Practical -Stage a select of key scenes from the text of Macbeth and perform bringing altogether the pupils' knowledge and techniques learnt and acquired.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>and present forms of Macbeth by focusing on key scenes. Pupils will explore character's motivations taking into consideration parallels to modern day. This unit also allows students to develop their ability to interpret texts from the page to the stage. This is an excellent introduction to gain an understanding of the style of Williams Shakespeare language and the key conventions used in his texts. This scheme is explored at this point in the year to enable pupils who will take Drama KS4 to develop their skills at interpreting texts and for those who do not will gain knowledge for their English KS4.</p>
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