

Curriculum Plans: Year 9 (Drama)

NB: 1 lesson per fortnight	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas	The art of the ensemble	<p>What makes a successful ensemble</p> <p>How to create intended audience responses</p> <p>How to creatively interpret scripts</p> <p>Making: How develop trust and creatively respond to stimuli including scripts in groups</p> <p>Performing: A range of performance techniques to illicit an intended audience response</p> <p>Responding: How to critically analyse the impact of performance work drawing on research into practitioners and playwrights.</p>	<p>Team work</p> <p>Research</p> <p>Imagination</p> <p>Creativity</p> <p>Resilience</p> <p>Critical thinking</p> <p>Leadership</p> <p>Movement</p> <p>Timing</p> <p>Body language</p> <p>Eye contact</p> <p>Vocal projection</p> <p>Articulation/ enunciation</p> <p>Facial expressions</p> <p>Empathy</p>	<p>Complicit</p> <p>Symmetry</p> <p>Synchronisation/ synchronicity</p> <p>Unison</p> <p>Abstraction</p> <p>Physical dexterity</p> <p>Stamina</p> <p>Transition</p> <p>Signature style</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key observations of success and need for support regularly.</p> <p>Additionally, there will be one performance task (scripted) which will enable students to refine and then demonstrate their skills more formally. This will be assessed via teacher verbal feedback.</p>
Lent	Theatre for a purpose Blood Brothers	<p>How and why key theatre makers create productions</p> <p>Making: How to create performances that make an audience 'think'</p>	<p>Creativity</p> <p>Resilience</p> <p>Critical thinking</p> <p>Team work</p> <p>Leadership</p>	<p>Invisible theatre</p> <p>Forum theatre</p> <p>Gait</p> <p>Automatic writing</p> <p>Monologue</p> <p>Split scene</p> <p>Teacher in role</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key observations of success and need for support regularly.</p>

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		<p>Performing: A range of performance and production techniques to support the purpose of their work (e.g. multi-media)</p> <p>Responding: How to critically analyse the impact of productions on the audience</p>		<p>Hot seating Thought tracking Suspension of disbelief Tension Illusion Placards</p>	<p>Additionally, there will be two performance tasks (Mime) which will enable students to refine and then demonstrate their skills more formally. These will be assessed via teacher verbal feedback.</p>
Trinity	Mime Improvisation	<p>Making: How to structure performance work with a clear beginning, middle and end. How to create a climatic scene.</p> <p>Performing: How to sustain a role for a longer period of time more successfully</p> <p>Responding: Why some people's performances are more successful than others and be able to articulate this.</p>	<p>Characterisation Active listening Collaboration Creativity Imagination Verbal and nonverbal communication Judicious selection and application of performance elements such as placards/ music /music /lighting to enhance a performance.</p>	<p>Choreography Sustained illusion Pre-scene Mannerisms Levels Characterisation Raising the stakes Spontaneous</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key observations of success and need for support regularly.</p> <p>Additionally, there will be one performance task which will enable students to refine and then demonstrate their skills more formally. The performance and the student's response to performance will be assessed via teacher verbal feedback.</p>