

Year 9 - Drama

Curriculum intent	<p>The drama curriculum consolidates students' knowledge to explore contemporary play-texts exploring plot, characterisation and design elements. Students develop their knowledge of practitioners and understand the fundamental tools for devising drama.</p> <p>The drama curriculum is designed and sequenced to enable students to develop their historical knowledge, social emotional intelligence, drama skills, techniques, terminology and creativity which builds from Y7-Y11.</p>					
Term	Autumn 1 – Curious Incident of the Dog in the Night-Time	Autumn 2 – DNA	Spring 1 – DNA (theory)	Spring 2 – Crime and Gang Culture	Summer 1 – Practitioners	Summer 2 – Devising Drama
Knowledge	<p>Students need to know what the plot of the play is and who are the main characters. They also need to understand the world and challenges people with Asperger's and autism face.</p>	<p>Students need to understand the plot content of the play DNA. They will need to understand the time period, setting and understand the motivation of the key characters.</p>	<p>Students need to understand the requirements to access the written component. They should learn the social class of the characters, design elements, directing, staging, costume and make-up design.</p>	<p>Students need to understand process documentary style drama and verbatim.</p> <p>They must understand Theatre of the Oppressed by Boal and how this has influenced social drama.</p> <p>They research and interpret contemporary crime stories.</p>	<p>Students need to understand the key theatrical practitioners such as Brecht, Artaud and Stanislavski and their influence on theatre today. They will understand the key characteristics of their style.</p>	<p>Students need to understand the process to devising drama and the key stimuli used for devising. The main differences between the end result of using different genres and practitioners as theatrical influences.</p>
Skills	<p>Students will develop the drama skills of:</p> <ul style="list-style-type: none"> • Improvisation • Characterisation • Physical Theatre • Frantic Assembly style techniques. 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Exploring scripted drama. • Subtext. • Characterisation. • Performing from a text. • Script analysis. 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Analysis of text. • Interpretation of design elements. • Exam performance. • Revision. 	<p>Students will develop:</p> <ul style="list-style-type: none"> • Freeze frames. • Hot-seating. • Script writing. • Image Theatre. • Forum Theatre. 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Narration. • Use of placards. • Audience unease. • Multi-role. • Emotion memory. • Units and objectives. 	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> • Deviser. • Analysis of stimuli. • Acting skills. • Team working skills as an

						<ul style="list-style-type: none"> ensemble. Analysis of live performance.
Assessments	Students create a group performance piece at the end of the half-term focused on practical skills.	Students will develop a group performance of a key extract. They will receive formative assessment feedback to support their final piece.	Students will develop a scripted performance, using some devised skills as part of a practical end of term assessment. Students complete a written examination consolidating their theoretical knowledge.	Students will develop a piece of devised drama for performance at the end of the half-term.	Students will take part in a variety of workshops and produce home learning revision tools using the knowledge organisers. They complete a Stanislavski style assessment in groups.	Students will take part in a range of workshop sessions for assessment.
Curiosity	<p>Students could visit https://www.youtube.com/watch?v=QZure7lhMfg</p> <p>Frantic Assembly Site https://www.franticassembly.co.uk/</p> <p>You could read the whole play https://www.amazon.co.uk/Curious-Incident-Night-Time-Modern-Plays/dp/1408173352/ref=pd_lpo_2?pd_rd_i=1408173352&psc=1</p> <p>Students could audition for the school production</p>	<p>Students could visit https://www.youtube.com/watch?v=9_K5hMTj2OU</p> <p>They could read http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_44/DNA.pdf</p> <p>They could read the whole play https://www.amazon.co.uk/DNA-School-Dennis-Kelly/dp/1840029528</p> <p>DNA by Dennis Kelly</p> <p>Students could audition for the school production</p> <p>Live theatre performance visit in December.</p>	<p>Students could look at this resource to support revision https://resource.download.wjec.co.uk/vtc/2019-20/wjec19-20_1-15/eduqas/01-DNA.pdf</p> <p>Students could take part in the school production</p>	<p>Students could look at articles about Yousef Makki https://www.manchestereveningnews.co.uk/news/greater-manchester-news/yousef-makki-murder-trial-live-16456166</p> <p>https://www.theguardian.com/uk-news/2019/jul/15/yousef-makki-family-say-they-will-fight-on-after-acquittal</p> <p>https://www.crimeandinvestigation.co.uk/article/liverpool-gang-culture-and-the-murder-of-rhys-iones</p> <p>Students could take part in the school production</p>	<p>Students could visit https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1</p> <p>Brecht https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</p> <p>Stanislavski https://www.bbc.co.uk/bitesize/topics/zm72pv4</p> <p>Students could take part in the school production</p>	<p>Students could visit https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/1</p> <p>Students could read the Frantic Assembly book on devising</p> <p>Students could take part in the school production</p>

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