

Curriculum Overview

Subject: DRAMA

Year Group: 9

Drama in Year 9 is taught twice over a fortnightly timetable. Students are given 1 hour lessons within our 3 drama spaces. Students build on the skills they have learnt in Yr7 and 8. Yr9 has a clear progression into KS4, and therefore called Foundation Drama; which prepares students who opt to continue their drama education. They are encouraged to participate in all activities, further building confidence and rapport. Practical work is at the heart of our Drama curriculum. Students are marked against a criterion of Creating Drama, Performing Drama and Evaluating Drama. Students are regularly asked to complete self and peer assessments.

TERM 1		TERM 2		TERM 3	
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KNIFE CRIME	DEVISING THEATRE	BLOOD BROTHERS	VERBATIM THEATRE	TIE - THEMES	RECAP AND EMBEDDED SKILLS
KNOWLEDGE/SKILLS	KNOWLEDGE/SKILLS	KNOWLEDGE/SKILLS	KNOWLEDGE/SKILLS	KNOWLEDGE/SKILLS	KNOWLEDGE/SKILLS
<p>This scheme is a whole class approach teacher lead directed play. Students are asked for their opinions, experiences and fears based on knife crime. They are told stories, given various themes, images, poems, facts, published texts, and stage combat with which we create a class performance. Intentions and targeted audience are discussed in creating a class and will be asked to contribute to the creation of the work.</p> <p>Students then use these skills to create their own TIE after half term.</p>	<p>Following on from the success of the previous term students now have the opportunity to create their own TIE plays in groups. Students are given various themes, images, poems, facts and published texts. Students follow the same format as the previous term embedding their understanding of structure. Students perform their plays either to the class or filmed for evaluation. Students evidence their rehearsals in a logbook style booklet which replicates KS4. This scheme ensures skills are acquired and embedded providing a clear pathway to Yr10.</p>	<p>This is the first time that students will study a full published play - Blood Brothers. Drama is used to support the understanding of the set text in English lessons, with a practical approach. This develops their understanding of characters and the context behind the play. Students look at scenes taking on various roles, understanding how the playwright has used duologues as well as group scenes. Within this scheme we also look at how Willy Russell used the drama practitioner Brecht to get across the social inequality of the plot.</p>	<p>Within this term we look at a published play by Mark Wheeler. <i>I Love You Mum I Promise I Wont Die</i>. Although the context of the play still follow TIE, we focus on the verbatim theatre aspect of the work. Students will have a good understanding on how the play was created using Verbatim theatre; the real words of the people involved in the story. This in turn will bring a deeper understanding of emotion within performance as well as a clear understanding of the themes used.</p>	<p>The first half of the summer term students are given a choice of TIE plays to study in small groups. <i>Game Over, Too Much Punch for Judy</i> or continue with <i>ILYM</i>. Students prepare and perform a selection scenes from their chosen play, learning lines and adding directions. Students will demonstrate their understanding of the theme and use the scenes to inform and educate others with their performance.</p> <p>Students perform their plays either to the class or filmed for evaluation.</p>	<p>The final term of Yr9 is used to recap and embed all drama skills ready for Yr10. Each week students are given a different stimulus in which they use to create drama. This could be a poem, scenario, prop, image or a piece of music. Students are encouraged to create work within small groups discussing how they will use their using prior knowledge of performance skills, structure and devising experience. Each lesson a selection of groups are chosen to perform with an emphasis on the audience evaluating the against the KS4 criteria.</p>
KEY ASSESSMENTS		KEY ASSESSMENTS		KEY ASSESSMENTS	
<ul style="list-style-type: none"> - Whole class performance – Knife Crime - Teacher and peer assessment 		<ul style="list-style-type: none"> - Blood Brothers performance; small group - Peer assessment 		<ul style="list-style-type: none"> - Performance; Learning Lines - Teacher and Peer assessment - End of year assessment 	