



Overview	<p>The year 9 Drama curriculum is sequenced so that pupils continue to build up their skills in team work in acting skills and drama techniques so that they can apply these skills to devising Drama based on a historical event and characterisation for issue-based script work. Drama is then explored as a process as well as a subject in its own right through the development of Drama techniques and exploration of a piece of musical theatre. The year culminates with looking at a comparison of a famous play and musical with matching themes and a performing arts project, to bring all the skills they have learnt in KS3 together. Assessment in year 9 consists of awarding pupils with ARGs based on teacher assessments in Making, Performing, Responding and Researching. This enables pupils to demonstrate and improve their skills in rehearsals, performances, observation, peer feedback and researching particular themes and topics in Drama.</p> <p>Every year group in KS3 learns about Drama through devising, script work, drama as a process, techniques and a genre as a spiral curriculum that builds on prior knowledge and develops more complex skills in preparation for GCSE Drama.</p>
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		Assessment
Autumn Term	<p>Unit 1: Acting Skills & Drama Techniques</p> <p><i>Recapping on how to create a character as well as how to use drama techniques to enhance a performance piece.</i></p> <p><i>Recapping on how to create a character as well as beginning to use more complex drama techniques and skills to enhance a performance piece.</i></p> <p><i>Pupils have 3- 4 x 100 minute lessons focusing on how to work effectively as a team and how to create interesting, engaging characters through the use of acting skills such as facial expressions, body language, gestures, movement and voice. More complex Drama techniques such as 'thought-tracking', 'Angel & Devil' and cross-cutting' are explored and how these techniques can be used to add more effect to a scene. In lesson 2 and 3 pupils also explore vocal skills in more detail and how to use accent, tone, pitch and projection to represent different characters.</i></p> <p>Techniques include:</p> <ul style="list-style-type: none"> ■ Multi-role - Playing more than one role in a performance ■ Role-play - Act out / perform the role of a character ■ Still images - A frozen image showing a moment within a scene ■ Hot seating - A rehearsal technique where a character is questioned to develop a role ■ Improvisation - Acting on the spot, without rehearsal ■ Working with props - Using objects to enhance a scene ■ Vocal workshop - Learning how to use pace, pitch, tone and projection ■ Physical Awareness - Being aware of how to use physical skills to represent character ■ Thought-tracking - Speaking a character's thoughts out loud to the audience ■ Angel & Devil - Representing both the good and bad side of a character's conscience ■ Cross-cutting - When two or more scenes that take place in different times or places are performed on stage at the same time 	<p>Unit 1 – MAKING</p> <p>Pupils are assessed on their level of contribution and understanding if the task through rehearsal and group work)</p> <p>Retrieval:</p> <p>End of Unit Knowledge test on Teams.</p>
	<p>Unit 2: Sweeney Todd (Process)</p> <p><i>The study of the gothic horror musical Sweeney Todd, developing storytelling skills and enhancing their use of drama techniques.</i></p> <p><i>Pupils have 3- 4 x 100 minute lessons exploring all the different ways that a story can be told. They will look at a range of characters from Sweeney Todd and performance techniques and discover ways to engage an audience through these techniques,</i></p>	<p>Unit 2 – PERFORMING & RESPONDING</p> <p>Pupils are assessed on their performance skills and how constructive their</p>

Autumn Term	<p>performance skills and acting skills. Year 9 level techniques and explored throughout this scheme of work, including hot-seating, narration, thought-tracking and mime.</p> <p>Techniques include:</p> <ul style="list-style-type: none"> ■ Role-play - Act out / perform the role of a character ■ Hot-seating - A rehearsal technique where a character is questioned to develop a role ■ Teacher in role - The teacher acts in character relating to the topic / story ■ Still images - A frozen image showing a moment within a scene ■ Narration - Technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action ■ Storytelling - Using various performance methods to tell a story ■ Thought-tracking - Speaking a character's thoughts out loud to the audience ■ Angel & Devil - Representing both the good and bad side of a character's conscience ■ Acting skills (e.g., focus on accents) 	<p>peer and self assessment is (written and verbal)</p> <p>Retrieval: End of Unit Knowledge test on Teams.</p>
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Spring Term	<p>Unit 3: Manchester Riots (Historical Devising)</p> <p><i>The study of the Manchester Riots in 2012 and devising original pieces of drama using a range of performance techniques.</i></p> <p><i>Pupils have 3- 4 x 100 minute lessons focusing on the process of devising and how create an original piece of drama using a historical event as a stimulus. Pupils use drama techniques they have learned in KS3 up to this point to create a unique, exciting group performance. This scheme of work mirrors the unit 1 scheme of work pupils would be assessed on if they opt to take drama at GCSE level.</i></p> <p>Techniques include:</p> <ul style="list-style-type: none"> ■ Research-based characters - Using research around a historical event to create characters ■ Physical Theatre - a form of theatre which emphasizes the use of physical movement, as in dance and mime, for expression. ■ Frantic Assembly techniques - Physical theatre techniques in the style of physical theatre company Frantic Assembly ■ Narration - Technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action ■ Slow motion - Slowing down movement to create dramatic affect ■ Choral speaking - Speaking in unison to add emphasis to sections of script / key dialogue 	Assessment
	<p>Unit 4: Noughts & Crosses (Issue-based script work)</p> <p><i>The study of the play 'Noughts & Crosses' by Malorie Blackman focusing on the questions surrounding diversity and equality.</i></p> <p><i>Pupils have 3- 4 x 100 minute lessons where they will learn about and read the script and explore the characters, working towards a performance of a section of the script. Pupils will ultimately learn how to move a script from page to stage as well as studying the issues of racism which are embedded in the play. This scheme of work mirrors the unit 2 scheme of work pupils would be assessed on if they opt to take drama at GCSE level.</i></p> <p>Techniques include:</p> <ul style="list-style-type: none"> ■ Script work - Bringing characters to life from an existing playscript ■ Character Study and Development - Exploring different characters using physical and vocal skills 	<p>Unit 3 – MAKING & RESEARCHING</p> <p>Pupils are assessed on their level of contribution and understanding if the task through rehearsal and group work). They are also assessed on the level of detail that they include in their research project on the Manchester Riots.</p> <p>Retrieval: End of Unit Knowledge test on Teams.</p> <p>Unit 2 – PERFORMING & RESPONDING</p> <p>Pupils are assessed on their performance skills and how constructive their peer and self - assessment is (written and verbal)</p> <p>Retrieval: End of Unit Knowledge test on Teams.</p>

Spring Term	<ul style="list-style-type: none"> ■ Narration -Technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action ■ Role-play - Act out / perform the role of a character ■ Spacing and Proxemics - Considering how close characters are to each other and to the audience ■ Monologues - One actor, acting alone on stage ■ Still Images - A frozen image showing a moment within a scene ■ Slow Motion - Slowing down movement to create dramatic affect 	
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Summer Term	<p>Unit 5: Conflict (Script study and comparison with practitioners)</p> <p><i>The study of conflict in Romeo and Juliet and West Side Story using Frantic Assembly. Pupils have 3- 4 x 100 minute lessons where they will learn about two playscripts, both of which explore the issues of conflict. Alongside this, pupils will also learn about the physical theatre company ‘Frantic Assembly’ and will explore physical theatre techniques whilst performing sections of the playtexts.</i></p> <p>Techniques include:</p> <ul style="list-style-type: none"> ■ Physical Theatre - A form of theatre which emphasizes the use of physical movement, as in dance and mime, for expression. ■ Comparing performance styles - Exploring the use of physical theatre to enhance performance ■ Character study - Exploring different characters using physical and vocal skills ■ Role-play - Act out / perform the role of a character 	Assessment
	<p>Unit 6: Performing Arts Project</p> <p><i>Creating a performance piece from scratch using knowledge and performance skills gained in year 7 & 8 Drama. Pupils have 3- 4 x 100 minute lessons where they will use both research and acting skills to devise their own unique performance. Pupils get the opportunity to pick their own modern, relevant topic to base their performance on. They will then learn about theatre-in-education as a style and will create their own unique performance based on this style. Pupils also get the opportunity to explore the wider roles within theatre such as costume design, set design and lighting design.</i></p> <p>Techniques include</p> <ul style="list-style-type: none"> ■ Linking ideas - The ability to transfer techniques and skills learned throughout the year ■ Devising – Creating an original performance using a stimulus as a starting point ■ Scripting – Writing own sections of script ■ Leadership - Exploring various leadership roles within a group 	<p>Unit 3 – PERFORMING & RESEARCHING</p> <p>Pupils are assessed on their performance skills using a range of techniques, performance and acting skills. They are also assessed on the level of detail that they include in their research project on <i>Romeo & Juliet</i> and <i>West Side Story</i></p> <p>Retrieval: End of Unit Knowledge test on Teams.</p> <p>Retrieval: End of Unit Knowledge test on Teams.</p>

Useful Resources for Supporting Your Child at Home:	Homework:
<ul style="list-style-type: none"> ■ How to create a character - BBC Bitesize ■ The Soul of Good Character Design – YouTube ■ Romeo and Juliet Summary, Characters, & Facts Britannica ■ West Side Story ■ Home Frantic Assembly ■ Manchester riots: 110 arrested after rampages in city centre and Salford England riots 2011 The Guardian ■ Sweeney Todd History 	