DRAMA – Year 9 Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1 **Shakespeare** **Applied Skill:** • Introduction to Shakespeare. • Play Genres. • Script language. • Vocal. • Physical skills/Stage Combat. • Devising within a genre.	• Use of stimulus. • Movement. • Tableaux. • Status. • Ensemble work. • Genre. • Stock Characters. • Improvisation.	Skills: • Knowledge of Shakespearean plays and historical • Knowledge and implementation of Stock Characters. • Structure of a piece of drama. • Ensemble performance. Assessment: Performance. Reset one of Shakespeare's plays into a contemporary setting **or** a performance of a scene using the original text.	To understand the history and structure of Shakespearean plays and settings. To be able to perform Iambic Pentameter. Use of drama terminology. To implement stage combat techniques and stock characters within their final performance.
Term 2 – Theatre Practitioners **Applied Skill:** • Frantic Assembly/Knee High/DV8/Punch Drunk. • Brecht. • Stanislavski. • Caryl Churchill. • Boal. • Berkoff. • Grotowski. • Katie Mitchell. • Artaud.	• Physical Warm-up. • Evaluation. • Genre. • Drama Terminology. • Stimulus. • Tableaux.	Skills: • To understand why drama is the structure it is. • Understand naturalistic style acting. • Objectives and how they affect acting and articulation. • Verfremdungs effect techniques. • Understanding of Physical Theatre. • Audience and Actor relationship. Assessment: None.	Evaluate their own piece of drama up to 500 words Write a context and conclusion using specific drama vocabulary. Show clear understanding of a range of drama practitioners and how their style was realised Learn and apply the knowledge within a performance.

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		• Time Running Out Performance.	
Terms 3/4 – Issued based Theatre Missing Person • Teacher in role. • Missing person research. • Non-naturalistic techniques. • Inform and Educate. • Boal and Brecht. • Issued base performance.	• Stimulus • Movement • Status • Ensemble work • Improvisation. • Brecht/Boal	Responding in role to Teacher-in-role. Developing and exploring ideas using key skills, with particular focus on demonstrating character through Evaluating the effectiveness of own work and that of others, using subject specific vocabulary. Assessment: None.	How to effectively present issues in our society that they/we wish to expose and discuss. Use their knowledge of both sides of an issue.
Term 5/6 – Non-Naturalism • Brechtian Conventions and methodologies • Non-naturalistic techniques. • Mark Wheeler – Butcher, Butcher, Burning Bright. • Development of devised piece linking to scripted text. • Character analysis. • Script reading.	• Brecht. • Ensemble work. • Tableaux. • Physicality. • Choral work • Story structure.	Skills: • Slow motion, High speed and Exaggeration. • Vocals. • Expressionism. • Stylising Scenes • Use of Symbols and Metaphors Assessment: Performance of an extract.	To understand how to portray to the audience a moral/message. How to utilise their individual skills for devised improvisation. Present a summative piece and show they can provide positive feedback for peer's work.