



Drama

Aims:

- To create and perform imaginative original work based on given themes/topics/stimuli
- To perform an original character using a range of vocal and physical skills within a Theatre Style
- To reflect upon rehearsal and performance and offer clear direction for the improvement of work
- To work effectively as a member of a team, shaping work as a Director whilst providing support for others and commitment to the work.
- To begin to understand the wider role of Theatre Makers

Content:

Drama in Year 9 will make direct links to Key stage 4 Drama. All students will use skills, techniques and theoretical understanding through practical exploration. Students will build on their existing knowledge in Drama with a clear focus on creating original and thought-provoking work. All students will explore, first-hand the wider purpose of Theatre Makers whilst appreciating the importance a Theatre Maker has interpreting and communicating a narrative to an audience.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<u>Literal and Lateral Learning</u> : Devised theatre We will be experimenting with various stimulus to develop an original piece of devised theatre. 'Fast Car' by Tracy Chapman will be the stimulus. We will learn and apply the methodologies of Theatre Practitioner Antonin Artuad	Creating: Creating a Lateral Devised Performance. Performing: Applying the Practitioner in practical work Responding: Self-assessment of use of Practitioner
	Term 2	<u>Creating the Life of the Human Spirit</u> : The Role of the Actor in Performance We will explore and experiment with Stanislavski's theory and system for character development. We will learn and apply the methodologies of Konstantin Stanislavski <u>Scripted Find Me</u> Students will apply Stanislavki's Psycho System in creating a duologue performance. The script which student swill be using is Find Me	Creating: Character profile logbook Performing: Duologue from Find Me Responding: Self-assessment
	Term 3	<u>Live Theatre</u> : Theatre Makers / Physical Theatre We will watch and review live and streamed theatre in order to consolidate our understanding of the techniques learnt across KS3, to understand the role of Theatre Makers professional performance and to prepare for this element of the RSL curriculum. We will learn and apply the methodologies of Frantic Assembly	Creating: Character profile logbook Performing: Duologue from DNA Responding: Self-assessment

Assessment:

Every unit of work will be assessed in 3 ways; Creating, Performing and Responding. Creating includes the development of ideas, being creative and imaginative, leadership of others, ability to work as part of a team. Performing includes being an actor, director or theatre maker. Responding includes reflection of work, refining and developing work and consideration of how to work more effectively as a team.



Extended Learning:

Year 9 Drama students will be expected to rehearse all practical work independently outside of lesson time. Extended learning may also include watching a recorded piece of live theatre and analysing the performance

Connection to the JTFS Approach

Whole School Theme	How does Drama support this?
STRIPE	<p>Self-manager: By taking responsibility for themselves during group work and through creating of their Character / role.</p> <p>Team player/participator: By working cooperatively with others when creating work.</p> <p>Reflective and resilient: By offering ideas for the development of their work and making suggestions about how work could be improved.</p> <p>Innovate and create: By exploring a range of ideas before choosing the best one. By experimenting with Theatre Styles.</p> <p>Enquirer: By completing research to support the development of work.</p>
STEAM	<p>Students will utilise the vast array of technology available to support development in Drama both inside and outside of the classroom. The use of lighting and sound will be explored to enhance practical work, with students being given increasing responsibility for making appropriate choices throughout the year. Students will also utilise the wealth of material available on YouTube and other media platforms to aid understanding of key learning aims and to help them develop their own skills as performers. Students will also record their work and use video analysis to help them develop their reflective skills.</p>
Literacy	<p>Development of literacy will be primarily focused on oral literacy. Exploration of the use of language and practical realisation of language devices to aid understanding of key topics, different opinions and internal thoughts of characters. Students will also work from text to create work. This will require students to decipher meaning from the language provided in order to create practical work. Students will also complete some written work to reinforce their understanding of key Drama vocabulary. Learning of lines and writing of scripts will also take place during the course of Year 9. Students will learn lines from an original piece of text and will explore the meaning the use of language.</p>
Numeracy	<p>The key aspects of numeracy that will be use in Drama are time and scale. Students will be expected to manage their own rehearsal time, which will mean they have to keep focussed on how much time is remaining in order to fully complete tasks set. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.</p>
SMSC, British Values and Citizenship	<p>Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Throughout the exploration of a range of characters and roles, all students will develop their understanding and perspective why people in society act and see things. Year 9 drama will look at subject matter which is rich in social content and relevant to issues faced within a modern society, such as, cycle of deprivation, hope, family (Fast Car), teenage suicide, Bullying, Morales, mental health (Find Me).</p>