

Y9 Drama – Curriculum Map

Advent 1	Advent 2	Review of learning	Lent 1	Lent 2	Review of learning	Pentecost 1	Pentecost 2	Review of learning
<p>Further Improvisation Skills</p> <p>Unit intent: <i>To develop improvisation skills at a higher-level progressing from year 8.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> • Role play • Variety in character focusing more on accent and tone <p>Reading 3-2-1</p>	<p>Production of a role play</p> <p>Unit intent: <i>To explore stereotypes in Godber's work and develop own ideas of creating stereotype characters.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> • Transitions • Page to stage interpretation of John Godber • Use of music to create atmosphere • Stereotyping <p>Reading 3-2-1</p>	<p>Formative assessments to track development of skills; 'do it now's', warm-up games, key terms. Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge Creating Performing</p> <p>CST Participation Rights and responsibilities</p> <p>Careers Radio Host, Presenter, Choreographer, Comedian, Musician</p>	<p>Celebrity Unit intent: <i>To understand and develop skills of creating from a stimulus - GCSE specification.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> • Devising • Using a stimulus • Freeze frames retrieval • Hot seating [progression from year 8] • Role on wall • Creating a narrative and realizing on stage <p>Reading 3-2-1</p>	<p>Blood Brothers Unit intent: <i>To understand playwright's artistic intention and to appreciate the rehearsal process.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> • Page to stage rehearsal technique • Proxemics; key GCSE vocabulary • Characterisation • Directing <p>Reading 3-2-1</p>	<p>Formative assessments to track development of skills; 'do it now's', warm-up games, key terms. Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge Creating Performing Participation</p> <p>CST Human Dignity & Responsibility Participation</p> <p>Careers Director, Light and Sound Engineer, Costume Designer, Hair and Make-up, Set Designer, Stage Manager, Community Arts Worker</p>	<p>Staging Project Unit intent: <i>To understand and apply a range of techniques to convey artistic intention.</i> <i>To become familiar with drama writing styles.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> • Using stimulus of war photos and refugees • Developing 2 narrations and narrow down • Create character • Script writing • Page to stage • Documentary theatre <p>Reading 3-2-1</p>	<p>Theatre review Unit intent: <i>To learn how to evaluate and analyse live theatre using key terminology.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> • Observation • Analysis • Applying knowledge of production design, acting and directing • Learning key staging terms • Studying 'Jame' <p>Reading 3-2-1</p>	<p>Formative assessments to track development of skills; 'do it now's', warm-up games, key terms. Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge Creating Performing Responding</p> <p>CST Dignity Subsidiarity</p> <p>Careers Scriptwriter, Researcher, Film/Play Critic, Music Producer, Music Therapist, Journalist</p>

Currently, year 9 classes are taught in tutor groups and consist of 1 lesson per week during the academic year.