

YEAR 9

Topic	Objectives	Skills	Assessment
Script work – Stephen Lawrence	<ul style="list-style-type: none"> To develop group work skills. To develop knowledge and understanding of modern theatre stage plays by modern practitioner To research historical context. Perform extracts to evidence vocal and physical skills within the context of the topic. 	<ul style="list-style-type: none"> Making – create and devise performances to show vocal and physical skills Performing – rehearse and perform extracts from the chosen musical. Evaluating – to develop skills of peer assessment and self-evaluation. Evidence work. 	<ul style="list-style-type: none"> Making, Performing and Evaluating – Understanding the three-point assessment criteria
Stage Combat/TIE – Romeo and Juliet fight scene	<ul style="list-style-type: none"> To develop group work skills. To develop knowledge and understanding of physical theatre stage plays by modern practitioner To research historical context in relation to fight scenes in Shakespeare plays. Perform extracts to evidence vocal and physical skills within the context of the topic. 	<ul style="list-style-type: none"> Making – create and devise performances to show vocal and physical skills Performing – rehearse and perform extracts from the chosen musical. Evaluating – to develop skills of peer assessment and self-evaluation. Evidence work. 	<ul style="list-style-type: none"> Making, Performing and Evaluating – Understanding the three-point assessment criteria
Blood Brothers	<ul style="list-style-type: none"> To develop group work skills. To develop knowledge and understanding of modern theatre stage plays by modern practitioner To research historical context. Perform extracts to evidence vocal and physical skills within the context of the topic. 	<ul style="list-style-type: none"> Making – create and devise performances to show vocal and physical skills Performing – rehearse and perform extracts from the chosen musical. Evaluating – to develop skills of peer assessment and self-evaluation. Evidence work. 	<ul style="list-style-type: none"> Making, Performing and Evaluating – Understanding the three-point assessment criteria

Drama Knowledge – links with NC

- Studying theatre performer skills and conventions in line with **NC links** for vocal interpretation and movement to develop communication on stage.
- Studying characterisation and improvisation skills and the effects **in line with NC.**
- Stimulus and devising work with improvisation interpretation. Plot development. NC link.
- Styles of theatre and meaning. **Link to NC with alternative styles and meaning.**
- **Link to NC** with alternative styles and meaning, as well as script work to generate language use and meaning.
- Pupils will be looking at defining skills in rehearsal and performance during every lesson which forms the main aspects of the **NC for Drama within English.**
- Pupils will build knowledge of design in theatre as they look in detail at stage configurations, roles in theatre, areas of a stage and technical theatre aspects. This directly links with the **NC section within English** that expects knowledge of technical theatre to be included.

The Bigger Picture...

- Build on work done and prior skills learnt in Y8, develop skills in theatre and performance styles to support development at KS3 Year 9 as they move into possibly choosing Drama as an option.
- Role play and skills and techniques building as per the National Curriculum Drama section of English.
- In Year 9 the curriculum here works to give pupils more in depth knowledge of skills and technique in theatre. Not only performance skills but also technical knowledge and some technical skills as one unit has a focus on design and the more technical side of theatre.
- Pupils will polish and hone their performer skills they have been using the past 2 years and also be introduced to more challenging methods of theatre that will help their KS4 journey should they choose Drama. This will all be done under the different topical contexts that link to the likes of History and PD.

Students will be able to:

Voice and movement skills for character development.

Sustaining a role and performing from script.

Main theatre skills/performer skills.

Stimuli performance work and development techniques.

Using scripts and video extracts pupils will use and develop improvisation skills in more detail. They will develop voice and movement skills for detailed character portrayal and enhance their techniques knowledge using cross cutting, flashback and flash forward to develop characters and plot in more detail. Using both off text and on text stimulus work. This text is directly linked to BTEC GCSE Performing Arts as the component 1 set text we use.

Drama Skills:

In Year 9 Drama pupils will be learning new skills and techniques of theatre and performance, as well as developing and building on their skills learnt from the last year. They will be recapping on previous skills learnt in year 8 to embed and enhance the use and knowledge of these prior skills. Character development through movement and vocal skills, linked to both a stimulus performance work and themed contexts as well as scripted work, will also be developed through role play, rehearsal and improvisation activities. The opportunity to work as a designer, building understanding of roles in theatre other than the performer, stage types and the different aspects and kinds of technical theatre design.

Cross Curricular and Curriculum Enrichment Opportunities:

Literacy: evaluation and analysis on Google Classroom/Folders. Script reading, resources linked to writing and reading.

Speaking and listening: evaluation, analysing, critique, feedback and self and peer assessment. Memorising song lyrics. Resources linked to speaking and listening and historical and social context.

Numeracy: proxemic distances, stage areas, blocking and positioning. Shapes and form building. Choreography – dance steps

Cultural Capital: understanding of the conventions and culture of the arts/theatre/School production/KS3 drama club /School production/ Trip to the theatre /Workshops on Performing skills for Enrichment days /Assemblies.

Gatsby benchmark: Resources and lesson plans to support teaching and acting careers in drama and theatre:

Musical theatre performers and theatre roles and responsibilities –linking to the Roles section of the BTEC at KS4.

Get Into Theatre Information about careers in drama, film and TV:

The Creative Industries Information, resources and training opportunities for careers in drama, film and TV:

Screen Skills 1 minute videos about how dance/drama skills can be used in different careers - useful for lesson starters.

Similar bite size videos showing the relevance of drama skills.

Assessment:

Peer, Self and teacher verbal feedback.

Performance work analysed and evaluated using outcomes.

All pupils perform their work.

Pupils will be marked on their final performance piece using a broken down version of the BTEC GCSE marking criteria.