



## Curriculum Plan (DRAMA)

Year 9	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Term 1	<p><u>Craig &amp; Bentley</u></p> <p>Understanding the conventions of scripted and Devised performance.</p> <p>Within this unit students will be introduced to variety of contrasting stimulus. They will discover and explore the famous story of Craig and Bentley while experimenting with a wide range of stimulus and script styles. Pupils will participate in individual, group and ensemble performances and will be assessed on their ability to develop vocal and physical skills alongside characterisation and artistic intentions.</p>	<p>Within this unit students will be introduced to Drama techniques. They will discover the conventions of characterisation &amp; Vocalisation. Pupils will participate in individual, group and ensemble performances and will be assessed on their ability to create, perform and</p>	<p><u>Assessment:</u></p> <p>Performance, rehearsal and evaluation marked and moderated against criteria adapted from component 1 (Devised) from Edexcel GCSE specification 9-1.</p>	<p><u>Numeracy:</u></p> <p>Developing numeracy by looking at historical events and learning facts about the life of Bentley and the last Capital Punishment event in British History.</p> <p><u>Literacy:</u></p> <p>Develop the ability to read and write in character through the creation of a duologue or monologue.</p>	<p><u>Attitude-</u></p> <p>Looking at perceived attitudes of historical events and understanding the views of others.</p> <p><u>Achievement-</u></p> <p>Working on devising based on a stimulus and creating an original piece of work.</p>	<p>Opportunity to be involved in whole school production.</p> <p>Opportunity to be involved in Shakesfest at the end of Year 7 into Year 8.</p>	<p>Studying the historical events.</p> <p>Realisation of British Values and understanding of equality.</p> <p>Making connections between historical events and the impact on our lives today.</p>



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	Devising is fundamental to Drama as it develops confidence, ideas, team building, connections, imagination and innovation. The scheme of work looks at difficult situations and alternative ways of dealing with complex relationships. Through the medium of storytelling pupils will learn essential Drama techniques which will support the devising process, such as cross-cutting, transitions, proxemics, hot-seating and physical theatre.	evaluate the effectiveness of Drama techniques.					
	<u>Romeo and Juliet</u> Exploring the richness of the Shakespearian language and timeless themes of arranged marriage, gang crime, injustice and fate.	<u>Skills</u> Interpretative skills, Collaborative skills.  Communicating ideas and intentions effectively to an audience.  Script work and line learning. <b>Making</b>	<u>Assessment:</u> Group performance of a scripted Shakespearian piece, developing character and use of physicality and voice.  <b>Performance</b> Sustain a role Use Shakespearian	<u>Numeracy</u> Considering the beats of the Iambic Pentameter rhythms.  <u>Literacy</u> Explore the Shakespearian language etymology of key words.	<u>Endeavour</u> building resilience and perseverance through the scripted process- striving to learn lines and create an interesting performance.  <u>Attitude Building</u> a positive mental attitude, leadership skills	Whole school production  Shakesfest auditions	Exploring different SMSC themes and issues from a stimulus.  Working with others to co-operate, listen, debate, inform and research relevant topics.



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		<p>Rehearse and engage with reasonable concentration</p> <p>Work appropriately with others in a group</p> <p><b>Evaluation and reflection</b></p> <p>Identify own and others mistakes when asked</p> <p>Identify good elements of own and others work</p>	<p>language effectively and communicate meaning and atmosphere through performance skills and techniques.</p>		<p>and directorial techniques.</p>		
Term 2	<p><u>Frantic Assembly</u></p> <p>Students will explore Physical Theatre; a form of theatre which emphasizes the use of physical movement, as in dance and mime, for expression.</p> <p>Students will build strength, stamina and <b>physical</b> awareness</p>	<p><u>Skills</u></p> <p>Interpretative skills, Collaborative skills.</p> <p>Communicating ideas and intentions effectively to an audience.</p>	<p><u>Assessment:</u></p> <p>Group performance of a devised movement based piece, developing character and use of physicality and voice.</p>	<p><u>Numeracy:</u></p> <p>Counting beats of movement, examining the space and formations.</p> <p><u>Literacy:</u></p> <p>Learning lines and understanding new key words.</p>	<p><u>Endeavour</u></p> <p>building resilience and perseverance though the devised process-striving to learn lines and create an interesting performance.</p> <p><u>Attitude</u> Building a positive mental</p>	<p>Whole school production</p> <p>Touring Show</p>	<p>Exploring different SMSC themes and issues from a stimulus.</p> <p>Working with others to co-operate, listen, debate, inform and research relevant topics.</p>



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<p>throughout the scheme of work. Developing skills such as:</p> <p><b>Physical skills</b> - lifting, carrying, building shapes and physical objects, balance.</p> <p><b>Movement skills</b> - travelling, jumping, landing.</p> <p><b>Working with content:</b> telling stories physically, use of mime.</p> <p>Students will also go onto explore <b>Frantic Assembly</b>, a company who create thrilling, energetic and unforgettable theatre. The company attracts new and young audiences with work that reflects contemporary culture. Frantic Assembly's unique physical style combines movement, design, music and text.</p> <p>Frantic Assembly is led by Artistic Director Scott Graham. Scott formed the company with Steven Hoggett and Vicki Middleton in 1994, and continues to collaborate with many of today's most inspiring artists. Having</p>	<p>Script work and line learning.</p> <p><b>Making</b> Rehearse and engage with reasonable concentration Work appropriately with others in a group</p> <p><b>Evaluation and reflection</b> Identify own and others mistakes when asked Identify good elements of own and others work</p> <p>Devising a tense group performance incorporating action narration.</p>	<p>Combine and apply vocal and physical skills which are highly engaging, dynamic and engaging.</p> <p>Vocal control – use of clarity, pace, inflection, pitch &amp; projection.</p> <p>Physical control – use of space, gesture, stillness and stance.</p> <p>Characterisation – supporting the communication of your performance aim with focus, energy, confidence and commitment.</p>	<p>Using text to create original work.</p>	<p>attitude, leadership skills and directorial techniques.</p>		
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	toured extensively throughout the UK, Frantic Assembly has built an enviable reputation as one of the most exciting companies in the country. The company has also performed, created and collaborated in 30 different countries across the world.						
	<p><u>Curious Incident</u> Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance. The knowledge and understanding acquired through the study of one key extract from a performance text in Component 2 can be applied to assist in the interpretation, development and realisation of key extracts from performance texts. Teaching and wider reading should address the significance and influence of social, historical and cultural</p>	<p><u>Skills</u> Analysing character choices.</p> <p>Exploring the use of language.</p> <p>Climax and Anti-climax</p> <p>Physical Theatre skills.</p> <p>Formation and Proxemics</p>	<p><u>Assessment</u> Characterisation shows an accomplished level of refinement and range of moods and emotions.</p> <p>Understanding of style, genre and theatrical conventions.</p> <p>Group performance needs to focus on the development of tension and atmosphere and</p>	<p><u>Numeracy</u> Analysing text, counting syllables, ellipses, looking at patterns of text.</p> <p><u>Literacy</u> Learning lines, analysing key phrases, learning new words and meanings.</p>	<p><u>Self-control</u> with others – working as a group and taking responsibility for ideas and development of ideas.</p> <p><u>Achievement</u> Sense of achievement in performance and pride during the final performance.</p>	Whole school production	<p>Exploring different SMSC themes and issues from a stimulus.</p> <p>Working with others to co-operate, listen, debate, inform and research relevant topics.</p>



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	contexts on the chosen texts and extracts		how this can be developed through the use of voice and movement.				
Term 3	<p><u>DNA</u></p> <p>To explore the play DNA by Dennis Kelly and demonstrate understanding of the plot, characters and style of the play. To apply a variety of drama and theatre techniques to the scenes and understand the role of the actor, director and designer.</p> <p>Theatre is a collaborative art form and it is important that students have a clear understanding of how different creative ideas are put into practice. This component requires students to consider, analyse and evaluate how different theatre makers create impact. Throughout this component, students will consider how production ideas and</p>	<p><u>Skills</u></p> <p>Action &amp; Reaction Maturity and sensitivity. Embedding contextual information powerfully. Style, Genre &amp; Theatrical conventions.</p>	<p><u>Assessment</u></p> <p>Performing and exploring the Text, analyzing the context of the play, themes and character.</p> <p>To perform scenes and key extracts.</p> <p>To peer assess other class members work.</p> <p>To understand the different techniques used in Drama.</p> <p>To look at historical/cultural/social events through story-telling.</p>	<p><u>Numeracy:</u></p> <p>Developing numeracy by looking at scenes, set designs.</p> <p><u>Literacy:</u></p> <p>Develop the ability to read the text, analyse complex language.</p>	<p><u>Attitude-</u></p> <p>Looking at perceived attitudes and perspectives, understanding the views of others and the playwright.</p>	<p>Opportunity to be involved in whole school production.</p>	<p>Studying the context of 2000 and Dennis Kelly's text DNA.</p> <p>Realisation of British Values and understanding of the youth.</p> <p>Making connections between movement and characterisation while considering the impact on audience.</p>



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	dramatic elements are communicated to an audience from the perspective of a director, a performer and a designer.						
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