

**Kineton High School
Drama Department Programme of Study
Year 9 2023-24**

INTENT

- To **embed** Performance skills & techniques learnt in Year 7-8
- To prepare students for demands of course at GCSE
- Providing consistent performance opportunities – embedding confidence

- AO1:** Create and develop ideas to communicate meaning for theatrical performance
- AO2:** Apply theatrical skills to realise artistic intentions in live performance.
- AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4:** Analyse and evaluate their own work and the work of others

Resources – All schemes & accompanying PPT's & scripted resources are stored on Sharepoint for teachers to access. Copies of scripted sections for TFOHD and Noughts and Crosses are laminated and stored in classrooms. Each student is issued with an assessment booklet at the start of each scheme

IMPLEMENTATION

	Autumn 1 Drama Skills							Autumn 2 The Terrible Fate of Humpty Dumpty							Spring 1 Introduction to Devising							Spring 2 Theatre in Education							Summer 1 T.I.E Performances							Summer 2 Noughts & Crosses													
KS3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7							
Year 9	Introduction/Dialogue	Communicating to an audience	Gesture & Mime	Voice – Monologue performance	Status/Levels/Proxemics	Improvisation	Assessment	Still Image & Thought-tracking	Character exploration - Hot seating	Monologues & Performance	Character motivation - Improvisation	Rehearsal techniques	Set design	Assessment – Group Performance	Skill of Spontaneity	Responding to a stimulus	Curious Neighbours	Verbatim theatre	DNA, Stereotypes	Choral Movement & Structure	Assessment	Introduction to TIE & Conventions	Flashback & Slow motion	Narration & Direct Address	Target Audience	Exploring Stimulus (Alcohol)	Group project launch	Pitching ideas & Research	Opening sequence	Development & Rehearsal Log	Group devising	Group devising	Finalising & Peer Assessment	Technical & Dress Rehearsals	Final Performance to target audience	Introducing Plot/Character/Setting/Theme	Voice & Duologues	Physicality & Ensemble Performance	Staging/Set design & Lighting	Costume & Sound	Preparation for written paper	Section A style paper / Games							
Progress and assessment	Self/Peer Assessment FAR Marking & Reflection A01							Self/Peer Assessment FAR Marking & Reflection A02, A04							Self/Peer Assessment FAR Marking & Reflection A01							Self/Peer Assessment FAR Marking & Reflection A01, A03							Self/Peer Assessment FAR Marking & Reflection A01, A02, A03							Self/Peer Assessment FAR Marking & Reflection A04													
Homework	Performance Evaluation Monologue Annotation & Line Learning Assessment Preparation (Rehearsals)							Monologue Annotation & Line Learning Set design sketch & annotation Assessment Preparation (Rehearsals)							Response to stimulus Group rehearsals Written evaluation							Research into stimulus topic Groups rehearsals Portfolio section 1&2							Group rehearsals Lighting & Sound cue sheets for performance Portfolio section 3							Section A questions after each session Full Section A style paper													
Key Vocabulary	Characterisation, Voice, Physicality, Character, Improvisation, Proxemics, Levels, Gesture, Mime							Still Image, Thought-tracking, Hot-seating, Rehearsal, Context, Themes, Staging, Monologue							Stimulus, Devising, Spontaneity, Verbatim, Stereotype, Choral Movement, Structure							TIE, Flashback, Slow motion, Narration, Direct Address, Target Audience,							Portfolio, Intention, Rehearsal, Semiotics, Technical							Plot, Theme, Context, Character, Voice, Physicality, Lighting, Staging, Sound, Costume, Director													
Forensic Learning Points. What will the students know and remember?	<ul style="list-style-type: none"> • Understanding of demands of GCSE course • Building a sense of rapport as a group and confidence with performing • Basic drama performance skills explored (re-visited) 							<ul style="list-style-type: none"> • Exploration of a theme (Bullying/Peer pressure) • Knowledge of text, setting & characters • Knowledge of demands of PAP assessment – how to use voice and physicality for characterisation and how this will be assessed • How to analyse and evaluate performance intentions 							<ul style="list-style-type: none"> • How to respond to stimulus • How to use techniques in the devising process • How to work collaboratively • How to create for a target audience 							<ul style="list-style-type: none"> • The function and conventions of TIE • How to use conventions within performance • How to work collaboratively to create an original piece of theatre 							<ul style="list-style-type: none"> • How to demonstrate development process through portfolio • How to use performance skills and apply artistic intentions to a live targeted audience 							<ul style="list-style-type: none"> • How to explore theme (Racism) • Knowledge of how to approach written exam paper (Section A) • Analytical and Evaluative skills 													
Cultural Capital Development Opportunities	<p>Personal: Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop drama work based on a wide variety of stimuli. Highlighting transferrable skills that students can access from Drama – Communication, presentation & public speaking, Group & Leadership skills, Problem solving, Time management, Initiative, Creative writing & The ability to work to a deadline</p>							<p>Social: Students are encouraged to work outside of friendship groups and develop key skills of co-operation and collaboration Encouraged to share and shape each others work by listening and respecting ideas and opinions To learn to be a supportive audience member and to give/receive constructive criticism to improve work and make progress During Role-play unit – taking risks in front of peers</p>							<p>Physical: Every student to work collaboratively, to take risks in vocal and physical work and increase confidence in performance Being aware of staging and also how the space is used in performance Physical Theatre – using your body to create objects introduced and used in various schemes</p>							<p>Spiritual: Students are given the opportunity to investigate characters' motivations and to offer reasons about moral and ethical issues through Hot-seating activities</p>							<p>Moral: Students are encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, co-operation and sensitivity Being able to communicate and understand the rights and wrongs of character behaviour</p>							<p>Cultural: Students are encouraged to see Live Theatre Basic knowledge of technical theatre practices Students are invited to take part in whole school production & KS3 Drama club</p>													
IMPACT:	<p>Students will be aware of the demands of the Drama course at GCSE. The schemes provide a “Mock” version of the units they will continue with through KS4. Skills of creating, developing and refining practical using application of high level styles ad techniques to structure and shape theatre, Skills of creating, developing and refining written work using feedback, Being able to problem solve to apply critical feedback. Honing your skills as collaborative workers as well as director, leadership and listening, communication and diplomacy skills. Critical skills of critical reflection, analysis and evaluation. Time management and committing to projects as the course involves a considerable amount of afterschool rehearsal time when creating practical work.</p>																																																

