

Curriculum Overview: Drama Y9

“Finding your creative voice”

Rationale:

In Year 9 we endeavour to:

Equip students with the power to be more confident by thinking like a theatre maker and creating performance with purpose

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Reading	Key vocab	Knowledge/Skills End Points
Half term 1.1	<p><u>The Theatre Space, the people and Design</u></p> <p>To introduce key roles from a range of formats within the theatre taking the focus away from the actor and focus on collaborative efforts of putting on a production</p> <p>Students will also understand the different uses of space and stage type.</p>	<p>Mini quizzes to check progress</p> <p>Presentation on the roles of theatre and careers</p>	<p>Revision</p> <p>Log of understanding</p>	<p>Knowledge organiser</p> <p>Books</p> <p>Powerpoint</p> <p>PLCs</p>	<p>Understanding of why stages are named as are</p> <p>“Reading” the semiotics analysis of stages and the impact</p> <p>Shared definitions of key words</p> <p>Use of scripts analysis</p>	<p>-costume, props, set, stage position, lighting states</p>	<p>Threshold concepts:</p> <p>-The key roles of theatre</p> <p>-Stage types and spaces</p> <p>-The roles of the designer</p>
Half term 1.2	<p><u>Practitioners styles</u></p> <p>To introduce and understand key practitioners, styles and conventions.</p> <p>To broaden understanding of theatre style and culture and audience expectation.- This will provide inspiration for Devising work creation and help students recognise devices of a playwright for audience impact</p>	<p>1 final assessment on each practitioner (Which they will also connect into the next unit)</p>	<p>Research and presentations</p> <p>Log of understanding</p> <p>Knowledge organiser retrieval</p>	<p>PPTs</p> <p>Booklets</p> <p>Test paper and criteria</p> <p>Knowledge organiser</p> <p>PLCs</p>	<p>Knowledge organiser</p> <p>Modelled definitions</p> <p>Explained historical context to make connections</p> <p>Guided deduction of wording structures for key words e.g. prefix/suffix</p>	<p>Stanislavski, Naturalism, the method, Brecht, Verfremdungseffekt (V effect), distancing</p>	<p>Threshold concepts:</p> <ul style="list-style-type: none"> - A wider understanding of a range of practitioners and styles - Some will gain contextual information to deepen understanding of how the audience and actors relationship of today has developed. - They will be provided with a toolkit of techniques for rehearsal methods and performance devices - Students on a personal level may begin to draw/identify an affinity to certain styles of genres they can relate to

							express and/ or perform well with e.g. naturally comedic timing
Term 2	<p><u>Devising Theatre</u></p> <p>The aim of this unit is to expose students to a range of stimuli and enable them to build confidence in creating an artistic voice as a group with individual reflection. This will also extend them beyond smaller devised pieces in the past thus builds on disciplining play craft to extended but limited time duration.</p> <p><i>To embed further, a wide range of styles inspired from an array of stimuli</i></p> <p><i>To be shown through the process of devising including portfolio and reflection</i></p> <p><i>To provide extended time and reflection to build and experiment with work for an audience</i></p> <p><i>To develop collaboration further and responsibility for artistic vision.</i></p> <p><i>To provide opportunity for experimentation in further staging, space and set choices including the</i></p>	<p>Rehearsal logs FAR to monitor progress</p> <p>Dress rehearsals with FAR</p> <p>Peer evaluation</p> <p>Final production to an audience</p>	<p>Rehearsals and line learning</p> <p>Development logs</p> <p>Terminology quizzes</p> <p>Practice portfolio</p>	R Drive- PLC PPT	<p>Modelled examples</p> <p>Knowledge organiser</p>	Stimulus, research, development, analysis, charactersation,	<p>Threshold concepts:</p> <ul style="list-style-type: none"> -How to develop my artistic vision from an initial stimulus -To say the pros and cons of my choices -To highlight evidence to justify my reasoning. <p>To draw back on previous knowledge of practitioners, applying their vocabulary of theatre to my own purpose</p> <ul style="list-style-type: none"> -To problem solve to build a piece of theatre

	<i>blocking of individuals within the space</i>						
Term 3	<p><u>Performing from a comedy text</u></p> <p>Students will be exposed to a range of Comedic play texts, but study one in depth to further appreciate the methods of a playwright in a play text within the frame work of the comedy genre. They will need to bring forward their growing confidence in artistic vision and context specifically and bring this to the play text framework</p>	<p>Rehearsal logs</p> <p>Practice exam</p> <p>Performance exam including FAR</p> <p>Practice concept proforma/ mini portfolio</p>	<p>Rehearsals</p> <p>Practice exam questions</p>	<p>PPTs</p> <p>Exemplars</p> <p>Knowledge organiser</p> <p>PLCs</p>	<p>Knowledge organiser</p> <p>Guided reading and highlighting model work</p> <p>Supported reading of scripts</p>	<p>Intentions, context, satire, playwright</p>	<p>Threshold concepts:</p> <p>To introduce/revise key features of a performance text in the comedy genre/style</p> <p>To prepare students for analysing a text and playwright's techniques</p> <p>To allow students to understand the discipline of rehearsal and collaboration to realise an authentic production (extract)</p> <p>To have a first attempt at how to approach documenting a concept for performance</p>