

## Year 9 Drama Curriculum Map

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	Autumn Term		Spring Term		Summer Term	
<b>Unit Length</b>	Intro to Drama	Presenting and Performing Mock	Blood Brothers practical exploration	Theatre practitioners & styles. Devised start	Devised Drama Mock	Theatre evaluation & blood brothers
<b>Links to the National curriculum/Assessment Objectives</b>	Devising Drama – (Assessed on performance and a devising portfolio) Presenting & Performing – (Assessed practically on a monologue and group performance from the same script & via coursework) Performance & response – (Assessed with 90 minute exam, 55 mins on Blood Brothers, 35 constructing a theatre review) This year will run a mock of all 3 elements of this course					
<b>Description of the topic and key learning outcomes (key knowledge and understanding)</b>	<p><b>GCSE link: All</b></p> <p><b>Overview:</b> Students given an overview of the course and its demands. Students will then participate in a number of team and skill building activities. (elements of which to be discussed following Corona Virus)</p> <p><b>Outcomes:</b> Students will develop a ‘cohort’ identifying strengths and supporting each other with weaknesses. Students will have reasonable understanding of the course and the necessity of cohesive group work. Students will gain a broad understanding of the work of several</p>	<p><b>GCSE Link: Component 2&amp;3</b></p> <p><b>Overview:</b> DINs split between practical exploration and focus on an element of the written work expected as part of the course. This may be an exam style question, the analysis of a piece of work, demonstrating understanding of key concepts or the creation of a directorial concept.</p> <p><b>Outcomes:</b> Pupils will practically develop and explore a monologue and group scene whilst completing written work that will help them understand the links between practical and written elements of the</p>	<p><b>GCSE Link: All (focus on 4)</b></p> <p><b>Overview:</b> Students will practically explore Blood Brothers for the first time. Assessments on practical work could link to any component to help embed expectations. (Devising work, reviews, practical exams and written exams can all be assessed via the criteria for another Component)</p>	<p><b>GCSE Link: All (focus on 4)</b></p> <p><b>Overview:</b> A weekly focus on a different practitioner and style to support students with following Unit Devised Drama.</p> <ul style="list-style-type: none"> <li>• Brecht – Link to Splendid</li> <li>• Stanislavski</li> <li>• Artaud</li> <li>• Berkhoff – Link to DV8</li> <li>• Boal – Political theatre</li> <li>• Le coq</li> <li>• Grotowski</li> <li>• Kneehigh – Physical Theatre</li> </ul>	<p><b>GCSE Link: Component 1&amp;2</b></p> <p><b>Overview:</b> DINs to focus on mixture of practical and coursework tasks. Each lesson a structure to be followed allowing effective notes to be created. Each lesson designed to develop their performance to hit the required performance time and impact. Unlike the exam, it will be jointly directed by the students and I.</p>	<p><b>GCSE Link: Component 4</b></p> <p><b>Overview:</b> Theatre review (digital) prepared for, then created following note taking process. Blood Brothers exam taken, following lessons focusing on difficulties and gaps in understanding assessed in Spring term.</p>

	<p>theatre practitioners and theatre styles.</p>	<p>course. I will be able assess both of these to give guidance.</p>	<p><b>Outcomes:</b> Pupils will gain a rudimentary understanding of play Blood Brothers, as well as developing an understanding of the positive habits and mark schemes included in other Assessments.</p>		<p>Time must be structured to allow the students to utilise the techniques, skills and styles learnt in our last academic year.</p> <p><b>Outcomes:</b> Students will create, perform and reflect upon a short devised piece following the same structure that their exam will.</p>	
<p><b>Related Concepts (that are revisited)</b></p>	<p>Devise, create, rehearse and refine live performances. Document developments using key terminology. Utilise naturalistic and non-naturalistic forms of theatre to achieve a predetermined audience impact.</p> <p>Written focus: Understanding the demands of text, Understanding Artistic vision creation and delivery, articulating development of a</p>	<p>Create, rehearse and refine performances. Understanding play texts and characters. Utilising characterisation to portray a detailed character. Identifying objectives and super objectives. Developing relationships with other roles &amp; audiences.</p> <p>Written focus: Understanding the demands of text, Understanding Artistic vision creation and delivery, articulating development of a</p>	<p><u>Blood Brothers</u> Style and structure of performances, Performance elements, Naturalism, Non naturalism, Stage types and utility, Designing and performance elements, characterisation, audience impact, Marking the moment, rehearsal and performance strategies.</p>	<p>Devise, create, rehearse and refine live performances. Document developments using key terminology. Utilise naturalistic and non-naturalistic forms of theatre to achieve a predetermined audience impact.</p> <p>Written focus: Theatre &amp; performance</p>	<p>Devise, create, rehearse and refine a live performance. Document developments using key terminology. Utilise naturalistic and non-naturalistic forms of theatre to achieve a predetermined audience impact.</p>	<p><u>Blood Brothers</u> Style and structure of performances, Performance elements, Naturalism, Non naturalism, Stage types and utility, Designing and performance elements, characterisation, audience impact, Marking the moment, rehearsal and</p>

	character and scene, Designing and delivering a performance intended for audience impact.	character and scene, Designing and delivering a performance intended for audience impact.		styles and methods.		performance strategies.
<b>Skills being taught</b>	<p>An introduction to the core principals of the course and its demands. Broad topics of the skills include:</p> <p>Group working skills – The ability to utilise the strengths of a diverse group to mitigate any challenges or weaknesses.</p> <p>Devising skills – The ability to work with a group to create Drama</p> <p>Rehearsal skills – The ability to work in a group to rehearse, refine and polish a devised or scripted piece of work</p> <p>Performance skills – The ability to perform in a variety of styles with a variety of possible intentions</p>	<ul style="list-style-type: none"> <li>• Understanding and delivering playwright’s intention</li> <li>• Practical response to extracts through performance or design</li> <li>• applying their knowledge of genre, style and theatrical conventions</li> <li>• using performance space effectively</li> <li>• developing a character or design and demonstrate the way it interacts with other characters or with stage artefacts</li> <li>• presenting complete performance of the extracts with lines learnt performance rehearsed and refined, performance skills used, intention of the playwright demonstrated and audience engaged</li> <li>• use of rehearsals effectively to rehearse or make, and to adapt and refine their performance or design as appropriate</li> </ul>	<p>Section A, Learners should learn to:</p> <ul style="list-style-type: none"> <li>• Define how the social, historical and cultural contexts have an effect on the chosen performance text</li> <li>• Explore and identify the characteristics of a text through practical preparation work and be able to explain the impact they have on a performance text</li> <li>• select examples from their own practical study which demonstrate knowledge and understanding of the full range of characteristics of</li> </ul>	<p><u>Devising</u></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Development of the drama performance</li> <li>• Development of performance ideas</li> <li>• using research to inform creative decisions</li> <li>• examine the social, cultural, or historical context of stimulus</li> <li>• Planning and structuring performances</li> <li>• Using workshops to develop characters and performance</li> <li>• Rehearsing effectively</li> <li>• Planning lighting, sound, set, staging and special effects</li> </ul>	<p><u>Devising</u></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Development of the drama performance</li> <li>• Development of performance ideas</li> <li>• using research to inform creative decisions</li> <li>• examine the social, cultural, or historical context of stimulus</li> <li>• Planning and structuring performances</li> <li>• Using workshops to develop characters and performance</li> <li>• Rehearsing effectively</li> <li>• Planning lighting, sound, set,</li> </ul>	<p>Section A, Learners should learn to:</p> <ul style="list-style-type: none"> <li>• Define how the social, historical and cultural contexts have an effect on the chosen performance text</li> <li>• Explore and identify the characteristics of a text through practical preparation work and be able to explain the impact they have on a performance text</li> <li>• select examples from their own practical study which demonstrate knowledge and understanding of the full range of</li> </ul>

			<p>the performance text</p> <ul style="list-style-type: none"> <li>• identify how a range of genres may have been used to inform the characteristics of the performance text</li> <li>• identify how meaning is communicated within the performance text</li> <li>• evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text.</li> <li>• Evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text</li> </ul>	<ul style="list-style-type: none"> <li>• Creating, developing, adapting, rehearsing, and performing devised drama</li> <li>• Developing and delivering an intended impact to an audience</li> <li>• Communicating meaning to an audience through engaging drama.</li> </ul> <p>Using notes to develop comprehensive explanation of the journey of development of devised piece</p>	<p>staging and special effects</p> <ul style="list-style-type: none"> <li>• Creating, developing, adapting, rehearsing, and performing devised drama</li> <li>• Developing and delivering an intended impact to an audience</li> <li>• Communicating meaning to an audience through engaging drama.</li> </ul>	<p>characteristics of the performance text</p> <ul style="list-style-type: none"> <li>• identify how a range of genres may have been used to inform the characteristics of the performance text</li> <li>• identify how meaning is communicated within the performance text</li> <li>• evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a performance text.</li> <li>• Evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and</li> </ul>
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			<ul style="list-style-type: none"> <li>• State advantages and disadvantages for the decisions made directing, acting and designing for a performance</li> <li>• apply knowledge and understanding of the development of drama and performance to the studied performance text</li> </ul>			<p>responding to a performance text</p> <ul style="list-style-type: none"> <li>• State advantages and disadvantages for the decisions made directing, acting and designing for a performance <ul style="list-style-type: none"> <li>• apply knowledge and understanding of the development of drama and performance to the studied performance text</li> </ul> </li> </ul>
<b>Milestone assessments</b>		Assessment: Concept Proforma Live Monologue and group performance	Assessment: Performance and Response exam Section A		Assessment: Devising live performance	
<b>Wider reading</b>		<p>GCSE Drama DNA, The play Guide</p> <p>Watch the work of an actor you admire (Andrew Scott is one I have chosen below)</p> <p><a href="http://www.youtube.com/watch?v=WOCAPXiHXmg">www.youtube.com/watch?v=WOCAPXiHXmg</a></p>	Knowledge organiser	<p><a href="https://www.youtube.com/watch?v=TU6OWcgG79E">https://www.youtube.com/watch?v=TU6OWcgG79E</a> Splendid</p> <p><a href="https://www.youtube.com/watch?v=Dm2g9jiGMVE">https://www.youtube.com/watch?v=Dm2g9jiGMVE</a> Splendid</p> <p><a href="https://www.youtube.com/watch?v=DP7EVLyzhuI">https://www.youtube.com/watch?v=DP7EVLyzhuI</a></p>	Depending on chosen style, practical guides to: Brecht, Stanislavski, Artaud or Berkoff	Knowledge organiser

				<p>Kneehigh</p> <p><a href="https://www.youtube.com/watch?v=IMFxle6VnFE">https://www.youtube.com/watch?v=IMFxle6VnFE</a> Frantic</p> <p><a href="https://www.youtube.com/watch?v=vIDxSGyO_TQ">https://www.youtube.com/watch?v=vIDxSGyO_TQ</a> DV8</p> <p><a href="https://www.youtube.com/watch?v=vNVPumETpuA">https://www.youtube.com/watch?v=vNVPumETpuA</a> DV8</p>	Devising: A handbook for Drama and theatre students	
<b>Homework</b>	Each week will require a practical write up following set proforma.	<p>Knowledge organisers</p> <p>Make notes against 4 concept proforma questions. (Copies part of Knowledge organiser)</p> <p>Each week will require a practical write up following set proforma.</p>	<p>Knowledge organisers.</p> <p>Practice questions.</p> <p>Annotating copy of Blood Brothers</p> <p>Each week will require a practical write up following set proforma.</p>	Each week will require a practical write up following set proforma.	<p>Knowledge organiser</p> <p>Research Stimuli, topic and key themes.</p> <p>Keep diary of your devised development</p> <p>Rehearse!</p>	<p>Research play</p> <p>Write up and refine notes</p> <p>Revise Blood Brothers</p> <p>Annotate text (Blood Brothers)</p>