

Drama Curriculum: Year 9

Year 9		Term 1	Term 2	Term 3
	Topic	STIMULUS – DEVISING	AN INSPECTOR CALLS/WRITTEN FOCUS	TEECHERS / LITTLE BABY JESUS
Drama	Why this and why now?	<p>There is an introduction to the Y9 course and key skills.</p> <p>The project is longer in duration and scope than previous KS3 years, involving devising from a stimulus explores as a performer using style, genre, structure, character, language...ie the putting together all of the skills needed for a script or devised piece, upon which the future Terms build.</p>	<p>This explores design and working as a designer and director, within the style, genre, structure, character, language of a high standard scripted piece.</p>	<p>Building on pupils’ skills to perform a script showing a developed character, this task is longer in duration and scope than previous KS3 years, involving performing different units of a script together at once and showing all performance skills with contrast and variety in one performance that is longer with more complex demands on a performer. This develops communication with other performers and the audience in particular, introducing how to do this within the playwright’s artistic intentions.</p>
	What is the essential knowledge that needs to be remembered?	<p>Stimulus; flashback; creative transitions; freeze frames; verbatim theatre is and how to use it AND To be able use the style of physical theatre inspired by DV8 Theatre Company; match characters to circumstances/status/emotions; vocal skills; incorporating a monologue into a performance</p>	<p>Plot and characters in An Inspector Calls; physical skills in a scene; evaluating vocal skills; write as a designer about the opening stage directions of An Inspector Calls using SET terms; use props/stage furniture to enhance; how lighting is used to enhance a play how sound design can enhance; Costume key terms to suit the context of the play and how to enhance the play; use of staging; use of voice, physicality and stage directions/ stage space to enhance the extract and play</p>	<p>Understanding of the context of ‘Teechers’; use of vocal skills to enhance extract; blocking and lines; character development to circumstances; How Stanislavski’s methods can influence our characterisation; use of physical theatre as a form; frantic assembly style; rapport between actors and audience through direct address; influence of Brecht’s style.</p>
	What is the assessment intent and how will you assess?	<p>A group performance of a devised piece, showing the knowledge, understanding and abilities gained across all of KS3 and developed in this SoL (see above). The teacher watches and grades according to the Y9 performance grading criteria.</p>	<p>A written exam is set, reflecting the (mainly design and directing) knowledge, understanding and abilities gained across all of KS3 and developed in this SoL (see above). Teacher marks this according to the Y9 written grading criteria.</p>	<p>A group performance of a scripted scene, showing the knowledge, understanding and abilities gained across all of KS3 and developed in this SoL (see above). The teacher watches and grades according to the Y9 performance grading criteria.</p>

		Also, a written portfolio is set. Teacher marks this according to the Y9 written grading criteria.		Also, a written piece is set. Teacher marks this according to the Y9 written grading criteria.
	How does it cover the NC?	<p>From English NC: 'studying setting, plot, and characterisation, and the effects of these; understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts... improvising, rehearsing and performing... in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.'</p>	<p>From English NC: 'reading a wide range of...plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from...drama studying setting, plot, and characterisation, and the effects of these; understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play'</p>	<p>From English NC: 'reading a wide range of...plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from...drama studying setting, plot, and characterisation, and the effects of these; understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts... improvising, rehearsing and performing play scripts...using role, intonation, tone, volume, mood, silence, stillness and action to add impact.'</p>

