

## KS3 CURRICULUM: Drama (Year 9)

### Overview

The focus for the first part of year9 is individual and small group scriptwork moving onto an exploration of secondary (stage 2) practitioners and genres. The skills that are learnt by studying Drama are invaluable in later life. For example, being able to speak and present confidently in front of people, and the skill of planning that is required in any production, are useful in many careers. Drama can be a good basis for any career.

|                    | Focus / Topic  | Knowledge & Skills  | Assessment  |
|--------------------|--|---|---|
| Autumn 1           | <b>Monologues Exploration</b><br><i>Script</i>                     | Students are given an individual monologue to read, learn and perform. They will explore and develop their characterisation skills practically and via written tasks in lessons/ as homework using a variety of role development techniques.<br><b>STYLE: Brechtian</b> <b>GENRE: Various</b>   | Practical performance and written evaluation.   |
| Autumn 2           | <b>Short Scene Studies</b><br><i>Script</i>                        | In pairs/ small groups students are given a duologue or short scene extract to explore, learn and perform. They will further develop their characterisation skills and additionally write, learn and perform an appropriate monologue for their character.<br><b>STYLE: Various</b> <b>GENRE: Various</b>   | Practical performance and written evaluation.<br>Assessment week (w/b 11th Nov 2019)<br>Multiple-choice style quiz. |
| Spring 1/ Spring 2 | <b>Devising from Stimuli</b><br><i>Devised</i>                     | Use of image, song & quote as stimuli for the creation of an original piece of Drama as part of a collaborative effort.<br>Emulates GCSE structure and format, including Devising Log. Students are encouraged to experiment with different styles/ genres and practitioner influences.<br><b>STYLE: Various inc. Brechtian.</b> <b>GENRE: Various</b>  | Assessment week (w/b 24th Feb 2020) Practical performance and written devised log.                                  |
| Summer 1           | <b>Cyberbullying and Boal</b><br><i>Devised-practitioner based</i> | Using objects and current themes including elements of bullying and Cyberbullying as stimuli, students explore key issue through the theories and methods of Boal which questions morality, consequences and the impact of choice. Students devise performances based on the issues with a variety of outcomes presented.<br>There is an option to extend into Theatre in Education, creating an educational performance for a younger target audience based upon how to combat bullying/ cyberbullying.<br><b>STYLE: Forum Theatre/For TIE</b> <b>GENRE: Social Drama/ Educational</b> | Practical performance and written evaluation.   |
| Summer 2           | <b>'Mugged' Script/ Intro to Absurdism</b>                         | <b>Mugged:</b> Students read and explore text and either perform or use as stimulus. Exploration of key themes within the play.<br><b>STYLE: Various</b> <b>GENRE: Various</b><br><b>Intro to Absurdism:</b> Exploration of ideas of Beckett and the Theatre of the Absurd through written speech/poetry and performance.<br><b>STYLE: Various</b> <b>GENRE: Absurdism</b>  | Practical performance and written evaluation.   |

Further Information. This whole year is purposefully designed to give the students the basic skills and drama 'muscle' to enable and prepare students to take the subject further. Assessment delivered throughout every lesson with constructive feedback from class teacher and peers with summative assessment at the end of unit, both practical and written. Exploration of the use of Semiotics (both Synthesis and Kinesics) and introduction of traverse staging. Written log along with practical assessment