

KS3 Long Term Curriculum Plan: **Drama/Year 9**

Curriculum Aim: The Chace Drama curriculum aims to ensure that all pupils acquire a wide awareness of Drama vocabulary and a strong understanding of both group work and individual performance requirements, an awareness of vocal and physical skills and of non-verbal communication, and analytical and evaluative skills. We want to promote creativity and enable our students to harness their imagination. The Drama curriculum works through spiral learning: introducing, exploring and embedding key elements of drama across the years. We aim to enable students to work collaboratively to generate, develop and communicate ideas; develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance. We want our students to examine their society and interpret that society through their own eyes, creating drama that challenges and provokes thought and change. We intend to build on skills and knowledge from earlier years and also to prepare students for the next stage of their education and development.

Link to prior learning: The Year 9 curriculum builds on the skills introduced in Year 7 and developed in Year 8 – in particular the study of Brecht and Stanislavski, the two main practitioners in western drama (Year 8) and further exploration of genre while building confidence as a solo performer (Year 7) and through groupwork (Year 7 & 8). The focus is threefold: Students will complete a series of practical performances and written evaluation and analysis along with developing an awareness of contemporary public performance through theatre visits where possible.

Rationale of sequencing: The key plan is to extend and embed the knowledge of practitioners explored earlier through use of text work; introducing new practitioners through devised work focussing strongly on contemporary issues within their society; developing and extended group devised work and deepen self and peer evaluation and analysis. We start with a group devised piece in order to allow group work and re-socialise students after the Summer break. The devised work is something they are familiar with, just not at this depth and the need to explore a stimulus and to link their discoveries to their own experiences and challenges, socially, emotionally and culturally. We move onto the two scriptwork sections to allow students to explore scripts and build the skills and knowledge needed to perform extended sections of written dialogue. The monologue section is first as it allows students to proceed at their own pace without jeopardising the chances of other students. It also gives us a clearer idea of script differentiation when it comes to setting short groupwork pieces. The groupwork allows students to build on skills learned previously but to deepen them and explore the need to rely on others. From here we visit a new practitioner, building on the work completed in the first half-term before returning to extended scriptwork, building on the work from the middle term and a half. The aim is to promote spiral learning, revisiting key sections and aspects to embed knowledge and skillsets.

wb 7th Nov assessment week; wb 20th feb assessment weeks

| | Focus / Topic | Knowledge & Skills (from NC/Programmes of Study) | Assessment |
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| Autumn 1 | Scriptwork – Direct Address Monologue | Students will: <ul style="list-style-type: none"> Learn how to contribute to text-based direct address monologue in a live theatre context for an audience. Demonstrate a practical understanding of the subject. Develop their ability to interpret texts and create and communicate meaning. Commit dialogue to memory and learn text they are performing. Interpret and perform a character as appropriate to the demands of the performance. Develop Drama based vocabulary appropriate to scriptwork | Practical performance of a direct address monologue Self-assessment and peer assessment Drama appropriate vocabulary |

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| Autumn 2 | Scriptwork – Short Scene Study | <p>Students will:</p> <ul style="list-style-type: none"> ● Learn how to contribute to text-based direct group piece in a live theatre context for an audience. ● Demonstrate a practical understanding of the subject. ● Develop their ability to interpret texts and create and communicate meaning. ● Commit dialogue to memory and learn text they are performing. ● Interpret and perform a character as appropriate to the demands of the performance. ● Develop Drama based vocabulary appropriate to scriptwork | <p>Write and deliver an opinion piece Practical performance of a direct address monologue Self-assessment and peer assessment Drama appropriate vocabulary</p> |
| Spring | Augusto Boal and the idea of Forum Theatre | <p>Students will:</p> <ul style="list-style-type: none"> ● Develop their understanding of the theories and practices of Augusto Boal – Forum Theatre, Sensory Focus, Interrogation, use of the spect-actor. ● Create and develop issue based drama to communicate meaning for a devised theatrical performance using the ideas of Augusto Boal. ● Explore different stage configurations in performance. ● Develop and refine their own ideas, collaborate with others and focus on rehearsal and refinement of the work in progress. ● Self-assessment and evaluation. ● Development of drama vocabulary | <p>Practical performance of a piece between 4 and 10 minutes length in groups of no less than 2 and no more than 6.</p> <p>Vocabulary work</p> <p>Written self and peer assessment.</p> |
| Summer 1 | Devising drama Performance and 2 part portfolio | <p>Students will:</p> <ul style="list-style-type: none"> ● Create and develop ideas to communicate meaning from a given stimulus for a devised theatrical performance. ● Focus on increasing drama vocabulary. ● Develop and refine their own ideas, collaborate with others and focus on rehearsal and refinement of the work in progress. ● Analyse and evaluate their own process of creating devised drama, looking at both work in progress and also final evaluation. | <p>Practical performance of a piece between 4 and 10 minutes length in groups of no less than 2 and no more than 6.</p> <p>2 section written log of no more than 1,000 words, including self-assessment.</p> <p>Vocabulary work</p> |
| Summer 2 | DNA by Denis Kelly | <p>Students will:</p> <ul style="list-style-type: none"> ● Explore a text dealing with issues such as bullying, gang membership, social responsibility, morality and leadership and peer pressure. ● Explore ideas of guilt and responsibility and the consequences of our actions. ● Use text and extracts from text in performance | <p>Practical performance of a piece between 4 and 10 minutes length in</p> |

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| | | <ul style="list-style-type: none"> • Demonstrate a practical understanding of the subject and develop their ability to interpret texts and create and communicate meaning. • Commit dialogue to memory and learn text they are performing. • Improvise in character for short interview-style sequences, commenting on the events of the play and explaining their views on the events and their role in what has taken place. | <p>groups of no less than 2 and no more than 6.</p> <p>Vocabulary work</p> <p>Written self and peer assessment.</p> <p>End of Year exams</p> |
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By the end of Year 9 students will be expected to:

Be able to challenge problems within the work and try to find ways of fixing them.

Create a character that is right for the drama through voice and movement and sustain for extended moments of time.

Develop a very strong working drama vocabulary.

Learn and perform extended sections of scriptwork.

Develop a strong sense of evaluation and analysis and show a very good understanding of how the work should be taken forward.