**Y9 – Drama**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Big Ideas | Introductory lessons for several weeks then Drama from Around the World | Drama from Around the World and Shakespeare play | Reading a script: either Blue Remembered Hills, Stone Cold or Face | Theatre in Education and how to review live theatre | | Commedia dell-arte and mask-making | Continued work on Commedia dell’arte, including script work, and writing |
| Topics | Initial lessons include Drama games and improvisation work to help students become comfortable working together and gain in confidence.  Drama from Around the World is designed to introduce students to cultural differences in Drama and theatre from different countries and time periods. | Drama from around the world continues, looking at scripts written in other countries and traditions in performing from around the world.  Moving on to study one Shakespeare play: reading, performing and understanding the text. | The topics covered within these set texts include childhood conflict, homelessness, crime and investigation, self-image, teenage relationships. | Students will look at Theatre in Education as a genre of theatre.  This will include exploring how Drama can be used to educate audiences.  Also looking at children’s theatre and performances for younger audiences. | | History of this genre of theatre, watching examples of this style of performance, using practical and design skills to recreate some of the masks seen in this style of theatre. | Script writing includes a brief scheme of work on ‘conflict’ looking at the ways in which different types of conflict are important in Drama. Linked to all of the previous topics studied throughout Year 9. |
| Skills | DEVELOPMENT OF TEAM WORK AND EXPLORING PERFORMANCE SKILLS  - Developing students confidence in working with others, not necessarily just their friendship group.  - through practical work in each lesson, students will begin to look at the key performance skills in Drama: VOCAL, PHYSICAL and INTERACTION | | LEARNING LINES AND SCRIPT WRITING, AS WELL AS EXPLORING PERFORMANCE SKILLS  - Continuing to build on students confidence and ability to perform as part of a group, and to read scripts.  - continuing to develop key performance skills, beginning to incorporate LEARNING LINES.  - Looking at the format and conventions of script writing. | | | CONTINUATION OF SKILLS DEVELOPED SO FAR THIS YEAR, INCLUDING PRACTICAL DESIGN WORK  - Students will continue to work on performance skills, team work, and building confidence.  - this term we will also develop costume design skills with a focus on mask making. | |
| What does successful work look like? | A successful learner in Drama will demonstrate:  Confidence in a group setting and in working with others.  Ability to use vocal skills in performance: pitch, pace, tone, emphasis.  Ability to use physical skills in performance: facial expressions, body language, eye contact, levels. All limited to monologue work/distanced work currently.  Ability to use analytical skills in order to assess their own performances and the performances of others, including writing reviews of live theatre.  Ability to write accurately and concisely about Drama performances seen, as well as about topics covered. | | | | | | |
| Assessment | Formative assessment every lesson, usually based on teacher feedback.  Range of learning & skill-based homework. | Formative assessment, usually based on teacher feedback.  Range of learning & skill-based homework.  End of term assessment | Formative assessment every lesson, usually based on teacher feedback.  Range of learning & skill-based homework. | Formative assessment, usually based on teacher feedback.  Range of learning & skill-based homework.  End of term assessment | | Formative assessment every lesson, usually based on teacher feedback.  Range of learning & skill-based homework | Formative assessment, usually based on teacher feedback.  Range of learning & skill-based homework.  End of year assessment |
| Linked learning | Work in Year 9 Drama is linked to any Drama work that has taken place in Year 8 English lessons and in previous schools, as well as any extra-curricular work students have participated in.  Links with Music and Dance, clear links with English and some crossover in terms of studying Shakespeare from a practical point of view to compliment the study of Shakespearean texts in English. | | | | | | |
| SMSC Links | 253 - knowledge of, and respect for, different people’s faiths, feelings and values  - sense of enjoyment and fascination in learning about themselves, others and the world around them  - use of imagination and creativity in their learning  - willingness to reflect on their experiences  255 use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively  256 understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  - understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain  - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | | | | | | |
| Literacy | Drama specific terminology, vocabulary and key words to be learned and used in written work.  Script reading within small group or whole class setting to focus on literacy and reading skills.  Books marked by teacher to show focus on literacy, spelling and to encourage the use of key terminology. | | | Numeracy | Numeracy is built into individual lessons wherever appropriate, including the use of simple maths, timing performances, converting marks into grades etc. | | |
| Enrichment | Live theatre trips will be open to Year 9 students throughout the year, in order to develop their experience in Drama and encourage them to look at new styles of theatre.  School musical and other plays, as well as a lunchtime Drama club.  Opportunities to perform or help with showcases, performances after school and for awards evenings and assemblies. | | | | | | |
| Impact | Students are intended to be able to gain in confidence, interpersonal skills, design skills, presentation skills to use in other subjects, as well as developing their enjoyment of performing arts. | | | | | | |

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| Ways to support student learning in this subject |
| Seeing live theatre, in any form, is always a fantastic help to Drama students; if you are able to take your child to see live shows, amateur dramatic shows at local venues, performances at school such as the school musical, larger West End shows etc. will all help students to develop their own skills in Drama and to inspire their own work. As an alternative, subscriptions to online theatre performances, such as Digital Theatre, or some live content on Disney+ might be beneficial in the meantime.  Reading widely is helpful in giving students ideas to help to structure their own work in Drama: any books, newspapers, scripts etc. which might be interesting and spark ideas for performance would be useful.  Encouraging your child to take part in extra-curricular opportunities such as the school play or musical, any local Drama groups or clubs would be helpful to their development in this subject.  Encouraging and/or helping students to complete any Drama homework set, in order to make sure they are up to date with their work, will help students to make good progress in this subject. |