

Curriculum Map Year 9 Drama

Assessment is in line with AQA GCSE Drama specification that explores Drama both practically (Component 2 and 3) and theoretically (Component 1)

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Practitioners: (Stanislavski, Brecht & Artaud)	Autumn HT1	<p>This scheme aims to introduce students to the history of theatre through exploring a variety of key practitioners, with a focus on understanding their styles and how to apply them to performance.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> - Learn about the history and theory behind each practitioner's style. - Learn how to create a character using the practitioner's processes. - Gain an understanding of naturalistic drama and its place in history. - Explore: sub-text, emotion memory and imagination. - Explore narration, placards, multi role, direct address. - Explore Theatre of Cruelty. - Explore the contrast between these practitioner's styles. <p>National Curriculum Spoken Language links:</p> <ul style="list-style-type: none"> - Collaboration and group work. - Imagination and creativity - Exploration of a key extract, reading and comprehension. - Speaking and listening, discussion work and sharing creative ideas 	Year 7 and 8 students will have gained some experience in performing in a realistic style and creating believable characters	<ul style="list-style-type: none"> - GCSE component 3 Text in practice and A level Drama and Theatre Studies component 2 text in performance. - Developing skills required to answer section B- GCSE written exam style questions (Blood Brothers Set Text). - Stanislavski (style, genre and skills are revisited in greater depth) and performance skills are studied in the devised component at KS4 drama and KS5 Drama and Theatre Studies. - Creating and performing drama (GCSE A01). Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance - creating drama using a practitioner's style. (GCSE A02) - Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (GCSE A03). - Reviewing and evaluating drama. Links with the GCSE specification (AO4) Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.
Practitioners: (Berkoff, Boal & Godber)	Autumn HT2	<p>This scheme builds on the previous half terms work by continuing to introduce students to key practitioners of drama history, but moving closer to modern times.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> - Learn about the history and theory behind each practitioner's style. - Learn how to create a character using the practitioner's processes. - Gain an understanding of each practitioner's techniques and apply them in performance. - Explore physicality, mime, exaggeration and use of music. - Explore forum theatre. - Explore stereotypical characters, multi role and direct address. <p>National Curriculum Spoken Language links:</p> <ul style="list-style-type: none"> - Collaboration and group work. - Imagination and creativity - Exploration of a key extract, reading and comprehension. - Speaking and listening, discussion work and sharing creative ideas 	Year 8 students will have gained knowledge, understanding and performance skills in the style of Frantic Assembly in year 8.	<ul style="list-style-type: none"> - Theatre practitioners (style, genre and skills are revisited in greater depth) and performance skills are studied in the devised component at KS4 drama and KS5 Drama and Theatre Studies. Practitioners are also studied in depth in Component 3: Theatre Makers in Practice. - Creating and performing drama (GCSE A01). - (GCSE A02) Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (Creating drama using a practitioner's style. - Demonstrate knowledge and understanding of how drama and theatre is developed and performed (GCSE A03) - Style, genre and key elements of theatre practitioner's links to both the GCSE and A level drama specification - Reviewing and evaluating drama. Links with the GCSE specification (AO4) Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.
Girls Like That	Spring HT3	<p>This scheme will explore the play Girls Like That by Evan Placey.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> - Understanding a play - Understanding how to interpret a script. - Performing extracts of script - Use of status on stage. - Relationships with other actors on stage 	Students have explored scripts in year 7 in Grimm's Tales and year 8 in Charlie and the Chocolate Factory.	<ul style="list-style-type: none"> - Theatrical style, genre and skills are revisited in greater depth at KS4 and 5. Performance skills and developing drama to communicate meaning are studied in the devised component at KS4 drama and KS5 Drama and Theatre Studies. This scheme also prepares students for component 3 scripted performance where they must create and perform text extracts.

		<ul style="list-style-type: none"> - Proxemics - Multirole - Stereotypes - Choral speaking and movement - Puppeteering - Physicality - Dynamics - Levels - Soundscapes <p>National Curriculum Spoken Language links:</p> <ul style="list-style-type: none"> - Developing performance skills and developing drama to communicate meaning for an audience. - Collaboration and group work - Exploration of a key extract, reading and comprehension. - Speaking and listening, discussion work and sharing creative ideas - Imagination and creativity 		<ul style="list-style-type: none"> - Creating and performing drama (GCSE A01). - (GCSE AO2) Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (Creating drama using a practitioner's style. - Demonstrate knowledge and understanding of how drama and theatre is developed and performed (GCSE A03) - Style, genre and key elements of theatre practitioner's links to both the GCSE and A level drama specification - Reviewing and evaluating drama. Links with the GCSE specification (AO4) Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.
Costume Design	<i>Spring HT4</i>	<p>This scheme aims to broaden the student's knowledge of the job roles within the performing arts, in particular the design aspects required for a performance. Students will look at the history of fashion and costumes and use their research to design their own for a character.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> - Research into costume and design techniques. - Build confidence in design skills. - Explore the history of costume design. - Develop research skills. - Design a costume for a character. - Explore how costume can establish themes, moods and atmospheres. - Demonstrate symbolism within costume design. - Create costume using household equipment. <p>National Curriculum Spoken Language links:</p> <ul style="list-style-type: none"> - Career's link (role and responsibilities) - Imagination and creativity - Collaboration and group work - Speaking and listening, discussion work and sharing creative ideas 	Students explore the role of a make up designer in year 8 as well as having to consider the role of a designer in Grimm's tales in year 7.	<p>Design skills are studied, and knowledge and understanding are developed in greater depth at KS4 and 5. Students can choose to follow a design route; They can choose to fulfil a design role such as lighting, set, costume and makeup.</p> <ul style="list-style-type: none"> - Creating costumes and designing for performers (GCSE A01) ability to apply design skills and to realise artistic intentions in live performance (Designing and creating costumes) - Using stimuli and developing creative ideas. Links with the GCSE specification (AO4) Students will self-assess and peer review costume design work. Students will begin to look at strengths and weaknesses.
Theatre in Education (TIE)	<i>Summer HT5</i>	<p>Within this scheme, students will perform a piece of TIE for the juniors based on The Smartest Giant in Town by Julia Donaldson. Students will either take on a performance or design role.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of Children's theatre and Theatre in Education. • Develop storytelling skills. • Create a piece of educational theatre for primary school children. • Explore adapting stories for performance. • Put design and technical skills into practice. • Learn how to teach primary school students a skill. • Develop research skills. • Take on a role within the production company. • Create a performance that engages children. <p>National Curriculum Spoken Language links:</p> <ul style="list-style-type: none"> • Exploration of a key extract, reading and comprehension. 	<ul style="list-style-type: none"> - KS2 children will come and watch the TIE performances. KS2 students will have watched Children's Theatre performance at KS2 and will have participated in discussions and a feedback session about the performance work. - Students have previously studied and should have developed knowledge and understanding about the art of storytelling at KS2 and Children's Theatre in year 8 at KS3. - Students will have developed knowledge and understanding about some design roles. They will have developed some design skills. They will have designed a set for Darkwood Manor. Students will have designed and realised makeup designs in year 7 and designed and realised costume designs in year 9. 	<p>Theatrical style, genre and skills are revisited in greater depth at KS4 and 5. Performance skills and developing drama to communicate meaning are studied in the devised component at KS4 drama and KS5 Drama and Theatre Studies.</p> <ul style="list-style-type: none"> - Creating and performing drama (GCSE A01). - (GCSE AO2) Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. - Demonstrate knowledge and understanding of how drama and theatre is developed and performed (GCSE A03). - Reviewing and evaluating drama. Links with the GCSE specification (AO4) Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.

		<ul style="list-style-type: none"> • Speaking and listening, discussion work and sharing creative ideas • Imagination and creativity • Developing performance skills and developing drama to communicate meaning for an audience. 		
Bugsy Malone	<i>Summer HT6</i>	<p>This scheme aims to explore the American Prohibition using extracts from Bugsy Malone as well as building and developing drama skills.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> - Basic understanding of American Prohibition and of Bugsy Malone - Creating a TV advert - Using research to develop still images. - Devising an interrogation - Interpreting and performing a script. - Taking on a role - Learning lines - Use of proxemics - Focus on voice, movement, and exaggeration. - Evaluation skills <p>National Curriculum Spoken Language links:</p> <ul style="list-style-type: none"> - Imagination and creativity - Developing performance skills and developing drama to communicate meaning for an audience. - Collaboration and group work - Exploration of a key extract, reading and comprehension. - Speaking and listening, discussion work and sharing creative ideas 	Students were introduced to Silent Movies and 1920's style theatre in year 8, which this scheme will build upon. They have also used all the skills in this scheme previously right through year 7, 8 and 9.	<p>Theatrical style, genre and skills are revisited in greater depth at KS4 and 5. Performance skills and developing drama to communicate meaning are studied in the devised component at KS4 drama and KS5 Drama and Theatre Studies.</p> <ul style="list-style-type: none"> - Creating and performing drama (GCSE A01). - (GCSE AO2) Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. - Demonstrate knowledge and understanding of how drama and theatre is developed and performed (GCSE A03). - Reviewing and evaluating drama. Links with the GCSE specification (AO4) Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.