

Drama years 7 to 9 overviews

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Drama Year 7

Year 7 Term 1 - Drama is Serious Fun

Key content

• **Introduction to Drama and key Drama skills – Movement and Voice.**

Lesson 1 – Students will learn key drama routines and expectations. Through games and group exercises they will learn about the '3Cs' - **Concentration, Co-operation and Creativity.**

Lesson 2 – Students will explore the Greek myth of the Trojan Horse through solo and group **still images**. As well as group skills students will learn about **facial expression, body language, levels and proxemics.**

Lesson 3 – Students will learn about **mime and gesture.**

Lesson 4 – Students will work in groups to create a drama performance using **still images, mime, movement and gesture**. This will form a baseline assessment.

Lesson 5 – Students learn about **voice** and key vocal terminology (PIPED BAP – **Pitch, Intonation, Pace, Emphasis, Dynamics, Breath Control, Accent, Pause**)

Lessons 6 and 7 – Students create original drama in small groups using and identifying the new skills and terms they have used.

Previously studied

- Students may have some experience from KS2 performances but Drama is not taught as a discreet lesson in primary school.

Future links

- Students are learning key terminology, expectations and routines which will be used throughout their study of the subject.
- PIPED BAP to remember vocal skills used in GCSE and A level lessons.

Assessment

- Students will take part in a baseline performance assessment in week 4 where they will use movement, mime, gesture and still image in a devised piece called 'The Watch that Stopped Time'.
- Students will receive verbal teacher feedback and peer feedback through the sharing section at the end of lessons throughout the scheme.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students may not have studied Drama before or may have been to theatre clubs or performances with a different focus. This scheme allows students to understand Drama lessons in school and to start to learn and use key skills and terminology.

Key vocabulary

- Still Image
- Movement (mime and gesture)
- Voice (Pitch, Intonation, Pace, Emphasis, Dynamics)

Literacy skills development

- Oracy – students learn key communication skills including how facial expression, body language, gesture and proxemics communicate meaning.
- Oracy – students learn and experience how to use their voice and how intonation can affect meaning for example.

How this supports disadvantaged students

This scheme allows all students to begin to access the cultural curriculum and to develop communication and oracy skills. Students learn to work co-operatively and to perform in front of their peers.

Drama Year 7

Year 7 Term 2 - Ernie's Incredible Illucinations

Key content

Students will study the play Ernie's Incredible Illucinations and explore ways of moving from 'page to stage'. As well as developing creative and collaborative skills using the text as a springboard for a devised piece inspired by the play.

Lesson 1 – Exploring characterisation and status through Scene 1

Lesson 2 – Exploring contrasts and tension through scene 2

Lesson 3 – Exploring blocking and proxemics through scene 3

Lesson 4 – Reading and staging a scene form the play

Lessons 5 and 6 – Students create their own devised piece and create their own 'illucination' considering characterisation, status, contrasts, tension, blocking and proxemics

Previously studied

- Students build on movement and vocal skills as well as still image, characterisation and performance skills.
- May also link to previous knowledge gained from studying play texts in KS3 literacy and English tasks.

Future links

- Links to future working from a text and devised work at KS3, 4 and 5.

Assessment

Informal, verbal and peer assessment takes place throughout the scheme.

Formal assessment either from Lesson 5 performing from a text or Lesson 6 Devising Theatre for departmental tracking.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Performing a character – how you react in role is more important than how you deliver your own lines – developing the skill of listening in role.

Key vocabulary

- Characterisation, status, contrasts, tension, blocking, proxemics, staging, performing, devising.

Literacy skills development

Students will read and interpret the text, script work and discussion. Development of oracy strands of literacy including intonation, pace, pitch, rhythm, facial expression, body-language, spatial awareness.

How this supports disadvantaged students

Allowing students who may not have accessed performing from a text before. Development of imaginative and group skills. Introducing students who may not have been to the theatre to live performance work.

Drama Year 7

Year 7 Term 3 - Evacuees

Key content

Evacuees – Students learn drama skills and create work where the drama is based on a real event. As well as learning how to develop character, students learn the value of empathy and the responsibility of a performer to respect the audience and the subject matter of a piece. Students are also encouraged to link the devised work to real world events.

Lesson 1 – Students explore life of a WW2 child using still image, thought-tracking and improvisation.

Lesson 2 – Leaving home – students use drama skills to re-create an evacuee's account of their experiences, mime and narration skills.

Lesson 3 – Students explore the experience of arriving in a new environment and create a character and back-story using hot-seating.

Lesson 4 – Students write a letter which is used as a monologue in a devised piece of drama

Lessons 5 and 6 – Students are introduced to the convention of 'flashback'. Students create and perform their own piece exploring the story of an evacuee using still image, thought-tracking, role-play, monologue and/or flashback.

Previously studied

- Students will have studied evacuees and WW2 as part of the KS3 History curriculum, this understanding helps students access the work.
- Term 1 and 2 – still images, performance skills.

Future links

- Exploring empathy and creating work which links to real world events at KS3, 4 and 5.
- Students continue to learn explorative strategies like still image, thought-tracking, hot-seating and flashback used through KS3, 4 and 5.

Assessment

- Students are assessed at the end of the scheme for creating (A01) and performing (A02) their work to an audience.
- Informal verbal, teacher and peer feedback throughout the scheme.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Key vocabulary

- Empathy, still image, thought-tracking, transitions, improvisation, narration, hot-seating, monologue, flashback.

Literacy skills development

Writing in role

Oracy skills including use of voice (pitch, intonation, pace, emphasis, dynamics) and movement (posture, eye-contact, tension, facial expression, levels, action, gesture, spatial awareness).

How this supports disadvantaged students

Empathy, creating work imaginatively.

Drama Year 7

Year 7 Term 4 - Physical Theatre

Key content

- Students will learn about physical theatre and how mime, movement and proxemics can enhance storytelling and communicate ideas to an audience.

Lesson 1: Students learn to use physical theatre to create props and objects on stage.

Lesson 2: Making the invisible visible: students learn to use voice, movement and mime skills to create meaning for an audience.

Lesson 3: Students explore the importance of story telling and using voice and physicality to tell a story as an ensemble.

Lesson 4: Students explore the first part of 'Grimm Tales – The Golden Goose'

Lesson 5: Students explore the second part of 'Grimm Tales – The Golden Goose'

Lesson 6: Students work as an ensemble to use physical theatre techniques to create their own interpretation of 'The Golden Goose'.

Previously studied

- Students have explored movement techniques and terminology in term 1 (PET FLAGS)

Future links

Physical theatre is explored again in Y9 with Frantic Assembly. It is also a genre of theatre explored at KS4 and 5.

Storytelling and physical performance skills are revisited throughout KS3, 4 and 5

Assessment

Students create (A01) and perform (A02) their own physical theatre interpretation of 'Grimm Tales: The Golden Goose'. Assessed through a in-class performance.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Physical theatre is sometimes confused with dance.

Key vocabulary

- Physical theatre, mime, movement, proxemics, levels, ensemble, storytelling, multi-role.

Literacy skills development

- Reading the text: Grimm Tales: The Golden Goose.
- Interpreting a text for performance.
- Oracy skills in terms of communicating ideas to an audience through voice, movement and vocal, facial and physical expression.

How this supports disadvantaged students

Developing movement and physical expression. Exploring different types of performance. Performing in front of a live audience.

Drama Year 7

Year 7 Term 5 - A Midsummer Night's Dream

Key content

Students will explore key scenes, characters and ideas from William Shakespeare's play 'A Midsummer Night's Dream'.

Lesson 1: The Four Worlds of the Play -students will explore the different groups in the play – the royals, the mechanicals, the lovers and the fairies.

Lesson 2: Oberon's Spell – students will explore the language and meaning of Oberon's spell. They will then create and perform their own piece based around a spell.

Lesson 3: The Lovers – Students will explore and enact the stories of the Lovers' characters. They will use still image, mime, improvisation and explore how the relationships change.

Lesson 4: Students will work in groups to re-create Act 3: Scene 2 and characters' motivations

Lesson 5: Students will explore the characters of the rude mechanicals.

Lesson 6: Using the rude mechanicals and Mischief Theatres 'Show that Goes Wrong' students will create their own versions of 'Pyramus and Thisbe'.

Previously studied

- Students will have studied some Shakespeare at KS2 and in English lessons.
- In 7.2 Students learnt about ways to move from 'page to stage'

Future links

- Shakespeare study at Ks3 and Ks4 English and Drama
- Exploring character motivation for text and characters study at KS3, 4 and 5.
- Performing from a text GCSE Drama

Assessment

- Students can be assessed in lesson 4 (performing from a text) A02 or in Lesson 6 (creating drama) A01.
- Informal verbal and peer feedback throughout the scheme.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students sometimes think Shakespeare is too difficult or may have only learnt it as a written text in English lessons. This scheme teaches them Shakespeare is accessible, funny and meant to be performed.

Key vocabulary

Character, motivation, performance, voice (PIPED BAP) and movement (PET FLAGS)

Literacy skills development

Vocabulary is taught throughout the scheme as students work through speeches and Shakespearean language. Oberon's spell and Act 3:2 are discussed and deconstructed. We discuss meaning and how to communicate ideas to an audience using language, voice and movement.

How this supports disadvantaged students

- Access to performing a Shakespearean text aloud. Opportunities to watch some of the scenes performed by the RSC, BBC and Mischief Theatre on video so that students see professional actors tackling the same roles in performance.

Drama Year 7

Year 7 Term 6 - Making Theatre

Key content

This unit teaches students about theatre and some of the key design aspects which can be used to help communicate ideas to an audience.

Lesson 1: Students explore a stage pre-set and discuss how lights, set and props can be used to communicate ideas to an audience. Students then use the set props and lighting state as a starting point for their own scene.

Lesson 2: Students explore working with props and some of the principles of Grwotwski's 'Poor Theatre' students learn about prop manipulation and how to develop storytelling skills.

Lesson 3: Students explore how lighting and sound can be used to create atmosphere and create their own scene using lighting and sound.

Lesson 4: Students create a piece of drama inspired by the stimulus 'Darkwood Manor'

Lesson 5 and 6: Students develop their devised piece and choose lighting and sound to enhance their performances and create atmosphere.

Previously studied

- Students build on devising and group work skills developed throughout the year.

Future links

- Students at GCSE are expected to understand, plan and design set, costume, lighting and sound.

Assessment

- Informal verbal and peer feedback throughout the scheme
- Students are assessed on their final 'Darkwood Manor' performance (Creating, performing, knowledge and understanding A01, A02, A03)

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students learn about technical theatre for the first time.

Key vocabulary

- Set, props, 'poor theatre', lighting, colour gels, wash, sound, volume.

Literacy skills development

Communicating ideas to an audience. Semiotics.

How this supports disadvantaged students

Students have access to lighting and sound equipment and learn how to use the board. Learning about theatre.

Drama Year 8

Year 8 Term 1 - Melodrama and Silent Film

Key content

Through the Year 8 programme, students will learn about different styles genres and practitioners in Drama.

Melodrama – Students will learn about the key features in Victorian Melodrama including stock characters (Hero, Heroine, Villain), exaggerated character, vocal projection, and stylised performances. They will create their own interpretation of the Victorian Melodrama ‘Sweeny Todd’.

Silent Film – students will learn about silent film and explore ways to communicate ideas without sound or voice. They will learn about mime, movement and gesture, placards, film, slapstick, reaction shots and physical comedy. They will learn something of performer Charlie Chaplin. Students will create and film their own silent movie at the end of the scheme.

Whilst studying the styles of drama students will also learn something of the social, cultural and historical context of these performances and audience conventions.

Previously studied

- Students build on movement, mime and gesture learnt in Year 7. There are also links to physical theatre and comedic characters and slapstick introduced in Year 7.

Future links

- Component 1 GCSE and A Level, students need to understand and be able to use different theatrical genres and practitioners.

Assessment

- Performance assessment opportunities for their melodrama performances of ‘Sweeny Todd’ or their silent film creations.
- Opportunities for informal verbal and peer assessment throughout the lessons.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- That historical drama is boring!

Key vocabulary

- Melodrama – stock characters, exaggeration, projection, aside, direct address
- Silent film – slapstick, physicality, mime, movement, gesture.

Literacy skills development

- Students work with text in reading the plot of ‘Sweeny Todd’ Students use this text as a starting point for their own interpretation. Development of oracy skills including physical communication, eye-contact, gesture, vocal projection, emphasis.

How this supports disadvantaged students

- Enriching the curriculum through exploring cultural experiences – theatre and film.

Drama Year 8

Year 8 Term 2 - Blood Brothers

Key content

Students study the play Blood Brothers as a performance text. Students will learn the plot and characters and the role of the narrator. Students will explore how an actor might approach the roles of Mickey and Eddie. They will explore showing contrasts in age, class and background. They will use this to inform their performance of two key extracts from the play which they will then perform as a part of an assessment. Students will also learn about the social, cultural and historical context of the play.

Assessment piece will be based on GCSE C2 performance exam where students perform two different extracts from the same play showing character development.

Previously studied

- Students have already studied the plays Ernie and AMSND in Year 7, and methods of moving from page to stage.

Future links

- GCSE Component 2 exam, where students have to perform and two extracts from the same play to show character development.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - performing two contrasting extracts from the text. (Also opportunity for a costume design assessment)

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Key vocabulary

- Narrator, plot, character, class, voice (PIPED BAP) movement (PET FLAGS) accent, stereotypes.

Literacy skills development

- Students work directly from text extracts. They have to think about vocal delivery (PIPED BAP) and movement skills (PET FLAGS) Opportunity to explore oracy skills.

How this supports disadvantaged students

- Exploring stereotypes and social justice – discussions about what the play says about our own communities.

Drama Year 8

Year 8 Term 3 - Brecht and Epic Theatre

Key content

Students are introduced to theatre practitioner Bertolt Brecht and learn about his key techniques including: breaking the fourth wall, narration, direct address, placards, episodic structure, gestus and exaggerated characterisation and political theatre. At the end of the scheme students will work in groups to devise a piece of theatre which modernises a traditional tale and uses between 4 and 8 Brechtian techniques.

Previously studied

- Students have already explored some of these Epic theatre Techniques in last term's Blood Brothers Scheme as well as in the Evacuees scheme in Year 7.

Future links

- GCSE and A Level students need to create work using the ideas of recognised theatre practitioners. This scheme introduces them to key practitioner Brecht and some of his main ideas.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - creating, developing and performing a version of a traditional tale in a modern way using a range of Brechtian theatre techniques. Students assessed in A01 Creating and A02 Performing and A04 Knowledge and Understanding.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

That Brecht is 'too hard' for KS3 students to understand.

Key vocabulary

Brecht, Brechtian, Epic Theatre, Fourth Wall, narration, placards, direct address, episodic, gestus, verfremdungseffekt (distancing techniques)

Literacy skills development

- Communicating meaning to an audience, engaging an audience. Oracy skills including voice (PIPED BAP) and movement (PET FLAGS).

How this supports disadvantaged students

- Exploring stereotypes and social justice exploring social cultural and historical contexts of the practitioner a reflecting on current global events through theatre.

Drama Year 8

Year 8 Term 4 - Greek Theatre

Key content

Students will learn key features of theatre practice in ancient Greek Theatre and explore how influences can still be seen in contemporary theatre.

Lesson 1: Students will explore Greek Amphitheatres and how they have influenced 4 main stage types in contemporary theatre. Students will explore the different ways an actor/ director might approach making theatre for different staging configurations.

Lesson 2: Students explore the role of the messenger in theatre through the exploration of the play Oedipus Rex.

Lesson 3: Students will explore the theme of fate in Oedipus Rex and through their own work.

Lesson 4: Students will explore the role of the chorus.

Lesson 5: Students will explore how masks were used.

Lesson 6: Students will create their own work inspired by their learning about Greek Theatre. This will be performed and discussed in the lesson.

Previously studied

Students build on previous schemes on Year 8 exploring performance styles and influences.

Future links

- 4 staging configurations are key learning for GCSE course
- Students are required to be able to identify and use specific styles of theatre in their work at GCSE and A Level.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - Students may be formally assessed through the work in the chorus lesson (Lesson 4) or the final piece in Lesson 6.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Greek theatre is boring or outdated – it isn't! It can tell us much about modern theatre and performance.

Key vocabulary

- Amphitheatre, staging types: end-on, proscenium arch, travers, thrust, arena.
- Fate, chorus, mask, messenger

Literacy skills development

- Opportunity to explore oracy skills - they have to think about vocal delivery (PIPED BAP) and movement skills (PET FLAGS)

How this supports disadvantaged students

- Cultural curriculum – learning about Greek Theatre and social, cultural and historical influences. Making links between popular culture and links to tragedy/ comedy and key ideas developed in ancient Greece.

Drama Year 8

Year 8 Term 5 - Verbatim Theatre

Key content

- Students explore the genre of Verbatim Theatre through the work of a range of different verbatim practitioner. Students learn about the origins of the form through creating living newspapers and then use verbatim from a court case to create their own verbatim piece. We look at the work of Alecky Blythe, Chris Goode and Paper Birds in creating Verbatim work in response to current affairs and combine verbatim theatre and devising theatre techniques to make drama which is meaningful to an audience.

Previously studied

Students have already used many of the dramatic forms and this builds on naturalistic and non-naturalistic techniques.

Future links

- GCSE and A Level students have to recognise and reference different theatrical genres and use ideas from practitioners in their own work.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - this could either be done in the lessons exploring the court transcripts or the final piece where students use verbatim in pieces exploring their own chosen issues.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students often don't realise how important it is to edit verbatim

Key vocabulary

- Verbatim, Living Newspaper,

Literacy skills development

- Students are required to record and engage with verbatim texts. We talk a lot about how people speak – and how we record that and how it is often different from how people write. We look at intonation and meaning behind quotes, and the ethics of delivering someone else's words. Vocal (PIPED BAP) and Movement (PET FLAGS) skills learnt explore oracy skills.

How this supports disadvantaged students

- Exploring stereotypes and social justice – discussions about what the play says about our own communities. Reflecting on how people are perceived, who has a voice and how to use your voice for social change.

Drama Year 8

Year 8 Term 6 - Devising Theatre

Key content

Devising Theatre

Students will use the skills, techniques and ideas learnt over the year to work in groups to create and develop their own devised pieces in small groups. Students are introduced to the concept of working from a stimulus and in the first lessons are given images, music, props and text from previous GCSE papers as a starting point for original drama. Over the last three lessons, students work in a small group to create and develop one of those pieces which they then perform in front of the class.

Previously studied

- Students will be encouraged to use a range of performance techniques in their devising work from all of the schemes across year 8. They will be encouraged to reflect on styles and genres they have enjoyed and find ways to build that into their own work.

Future links

- GCSE Component 1 Exam requires students to create a piece of original drama in a style of their choice inspired by a stimulus set by the examination board. This is also part of the C2 task at A Level.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - students will be assessed on the creation (AO1) and performance (AO2) of their devised piece at the end of the scheme.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students think devising is 'easy' because you are 'making up your own drama' – in practice they find the collaborative process can be enjoyable but is very challenging.

Key vocabulary

Stimulus, Devising, depending on their pieces a wide range of drama vocabulary from the programme of study so far to help shape and evaluate the work.

Literacy skills development

- Students will develop oracy and presentation skills, through character and dialogue development students will learn about intonation and communication. Students will develop voice (PIPED BAP) and movement (PET FLAGS) skills.

How this supports disadvantaged students

- Developing confidence. Developing your own ideas, having your voice heard, working with others, presenting skills, following through with a task.

Drama Year 9

Year 9 Term 1 - Lord of the Flies

Key content

Through the study of key moments from the play, students will explore drama techniques such as analysing text, space and proxemics, improvisation skills, developing character, interpretation of script. In addition to this, we will explore how drama and the creative arts use fictional situations to express real life situations.

We will explore group dynamics and the way power is represented onstage and in real life. We will explore different ways of interpreting text and characters from the play as well as using themes from the play as a topic for devising drama which reflects our own world.

Students will learn about the theatre practitioner Augusto Boal and his 'forum theatre'.

Previously studied

- Students will be encouraged to use a range of performance techniques in their devising work from all of the schemes across year 7 and 8. They will be encouraged to reflect on styles and genres they have enjoyed and find ways to build that into their own work.

Future links

- GCSE Component 3 Exam requires students to explore set texts from the perspective of a performer. In Component 2, students need to interpret their own performance from a text.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - students will be assessed on the creation (AO1) and performance (AO2) of their devised piece at the end of the scheme.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students think devising is 'easy' because you are 'making up your own drama' – in practice they find the collaborative process can be enjoyable but is very challenging.

Key vocabulary

Proxemics, status, interpretation, intonation, Boal, Forum Theatre

Literacy skills development

- Students will develop oracy and presentation skills, through character and dialogue development students will learn about intonation and communication. Students will develop voice (PIPED BAP) and movement (PET FLAGS) skills.

How this supports disadvantaged students

- Developing confidence. Developing your own ideas, having your voice heard, working with others, presenting skills, following through with a task.

Drama Year 9

Year 9 Term 2 - Curious Incident of a Dog in the NightTime

Key content

Students explore key moments from the play 'Curious Incident of a Dog in the Night Time'. They will use techniques inspired by the practitioner Frantic Assembly.

Students will explore the text and how it represents a main character who is neuro-diverse, students will engage in discussions about representation and diversity in the creative arts.

We will explore the use of physical theatre and especially the work of Frantic Assembly. Students will learn techniques like 'chair duets' and 'round-by-through' and will apply it to the text as well as to their own work.

Students will work towards an assessment piece based on either the train scene or a scene between Christopher and Ed.

Previously studied

- Students studied physical theatre in Year 7 and scripted work through 7, 8 and 9.

Future links

Curious Incident is a set text at A Level, Frantic Assembly are set practitioners at GCSE and A Level.

Students have to study set texts for Component 2 and 3 at GCSE.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - students will be assessed on the creation (AO1) and performance (AO2) of their devised piece at the end of the scheme.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students think devising is 'easy' because you are 'making up your own drama' – in practice they find the collaborative process can be enjoyable but is very challenging.
- Students are encouraged to challenge and discuss the representation of disability and neurodiversity in theatre and film.

Key vocabulary

Frantic Assembly, monologue, sequences

Literacy skills development

- Students will develop oracy and presentation skills, through character and dialogue development students will learn about intonation and communication. Students will develop movement (PET FLAGS) skills.
- Curious Incident of a Dog in the Nighttime is an English set text.

How this supports disadvantaged students

- Developing confidence. Developing your own ideas, having your voice heard, working with others, presenting skills, following through with a task. Cultural experiences of watching clips from the National Theatre performance.

Drama Year 9

Year 9 Term 3 - The Stones

Key content

Students will explore the play 'The Stones' and the techniques of interpreting a script, mime and movement, monologue, multi-role and theatre-in-education.

The play is a theatre-in-education piece which explores a real life teenage crime and its aftermath. In addition to developing drama skills, students will also explore the nature of crime and responsibility, the age of criminal responsibility, the criminal justice system.

Students will learn TIE techniques in the play and will apply those skills to their own work, this work also feeds into the TIE unit next term.

Previously studied

- Students will be encouraged to use a range of performance techniques from previous schemes.
- Students will build on work from PSHE to feed into their drama

Future links

- GCSE Component 1 requires students to work in a range of styles including TIE. Students have to create their own work in response to an issue.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - students will be assessed on the creation (AO1) and performance (AO2) of their devised piece at the end of the scheme.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Challenging pre-conceived ideas about teenage crime and the criminal justice system.

Key vocabulary

TIE (theatre-in-education), monologue, multi-role, minimalistic set, prop manipulation, reaction

Literacy skills development

- Students will develop oracy and presentation skills, through character and dialogue development students will learn about intonation and communication. Students will develop voice (PIPED BAP) and movement (PET FLAGS) skills.

How this supports disadvantaged students

- Developing confidence. Developing your own ideas, having your voice heard, working with others, presenting skills, following through with a task. Developing a wider understanding of crime and its consequences as well as the criminal justice system.

Drama Year 9

Year 9 Term 4 TIE – Theatre with something to say

Key content

Following on from last term where students explored the play 'The Stones' and the techniques of interpreting a script, mime and movement, monologue, multi-role and theatre-in-education. Students will create their own TIE piece in small groups.

Students will discuss issues and stories which are important to them, they will then work through a process to create a Theatre-in-education piece which explores a real life issue for a selected target audience.

In addition to developing drama skills, students will be required to work collaboratively and problem solve, they will develop research skills and presentation skills working towards a performance for a target audience.

Previously studied

- Students will be encouraged to use a range of performance techniques from previous schemes.
- Students will build on work from PSHE to feed into their drama

Future links

- GCSE Component 1 requires students to work in a range of styles including TIE. Students have to create their own work in response to an issue.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - students will be assessed on the creation (AO1) and performance (AO2) of their devised piece at the end of the scheme.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

Creating drama using their own ideas is much more difficult than it first appears. Students will discuss the challenges as part of the process.

Key vocabulary

TIE (theatre-in-education), monologue, multi-role, minimalistic set, prop manipulation, reaction, target audience.

Literacy skills development

- Students will develop oracy and presentation skills, through character and dialogue development students will learn about intonation and communication. Students will develop voice (PIPED BAP) and movement (PET FLAGS) skills.

How this supports disadvantaged students

- Developing confidence. Developing your own ideas, having your voice heard, working with others, presenting skills, following through with a task. Developing a wider understanding of crime and its consequences as well as the criminal justice system.

Drama Year 9

Year 9 Term 5 - Duologues

Key content

Students will work in small groups of 2-3 to select a duologue to develop into a performance piece. In addition to performing, students will also develop designs for costume, lighting, sound, set and props.

Students will learn a variety of rehearsal techniques in order to develop and refine their pieces for performances.

Students will study a wide range of different text and techniques. Students will develop their evaluative skills in feeding back to other students.

Previously studied

- Students have studied a range of scripts and different styles through KS3 and in this unit will select a script and style of performance which reflects their own preferences.

Future links

- GCSE Component 2 requires students to interpret a script for performance. This is a mini version of that unit.
- Students will develop design skills relevant for GCSE and further study.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - students will be assessed on the creation (AO1) and performance (AO2) of their scripted piece at the end of the scheme and their (AO4) evaluative responses.

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students will need to consider their use of proxemics, movement and vocal skills. They might think it is easy to realise a script but will explore rehearsal techniques and design skills required to complete work of a high standard.

Key vocabulary

Interpretation, rehearsal, directing, proxemics, voice (pitch, intonation, pace, emphasis, dynamics, breath control, accent, pause) movement (posture, eye contact, tension, facial expression, levels, action, gesture, gait, spatial awareness).

Literacy skills development

- Students will develop oracy and presentation skills, through character and dialogue development students will learn about intonation and communication. Students will develop voice (PIPED BAP) and movement (PET FLAGS) skills.

How this supports disadvantaged students

- Developing confidence. Developing your own ideas, having your voice heard, working with others, presenting skills, following through with a task.

Drama Year 9

Year 9 Term 6 - Theatre Skills

Key content

Students are taken through a series of workshops exploring theatre performance and design skills in response to a range of professional productions.

Students will experience a range of clips from live theatre and will respond through tasks developing their skills in acting, performing, set, costume, lighting and sound design.

Students will learn about the different roles in theatre and in the creative arts.

Previously studied

- Students will be encouraged to use a range of performance and design techniques learnt throughout KS3

Future links

This unit prepares future GCSE and A Level students for the Component 3 Live Theatre elements. For students not going on to study Drama they will learn about careers in the creative arts and key transferrable skills.

Assessment

- Opportunities for informal teacher and peer assessment throughout the scheme.
- Performance assessment - students will be assessed on the creation (AO1) and performance (AO2) student will reflect on live theatre as an audience member (AO4)

Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Students will explore the wide range of jobs and opportunities in theatre and the creative arts.

Key vocabulary

Theatre review, set, costume, lighting, sound,

Literacy skills development

- Students will develop oracy and presentation skills, through character and dialogue development students will learn about intonation and communication. Students will develop voice (PIPED BAP) and movement (PET FLAGS) skills. Communicating ideas to an audience.

How this supports disadvantaged students

- Developing confidence. Developing your own ideas, having your voice heard, working with others, presenting skills, following through with a task. Developing an understanding and experience of professional theatre.