



The High School
Leckhampton

Year 9 DRAMA



Topic Titles

Script work & multi-roling
Building Blocks for Devising
Theatre in Education
Reviewing Live Theatre

Intent

Drama is about developing curious and inquisitive learners who question the world around them. Our aim is for all students to be able to articulate their views, practically explore key concepts and ideas and become strong communicators as part of a team. We want to inspire and motivate our students to challenge the society they live in and use Drama as a way of promoting change through intriguing ideas and texts they study as part of the Drama curriculum.

Links with other subjects

Drama has excellent links with English through the study of plays and the writer's intentions, whilst also using text, poems, articles, and other styles of writing to inspire new work. Drama also links to P.E and the physical demands of practical work through physical theatre and general movement on stage. Drama has endless opportunities for students to explore historical events to express their own views and challenge those of others through creating their own devised work. Drama regularly supports the PSHE curriculum through topics such as online safety, mental health, and the environment.

How will knowledge and skills be taught?

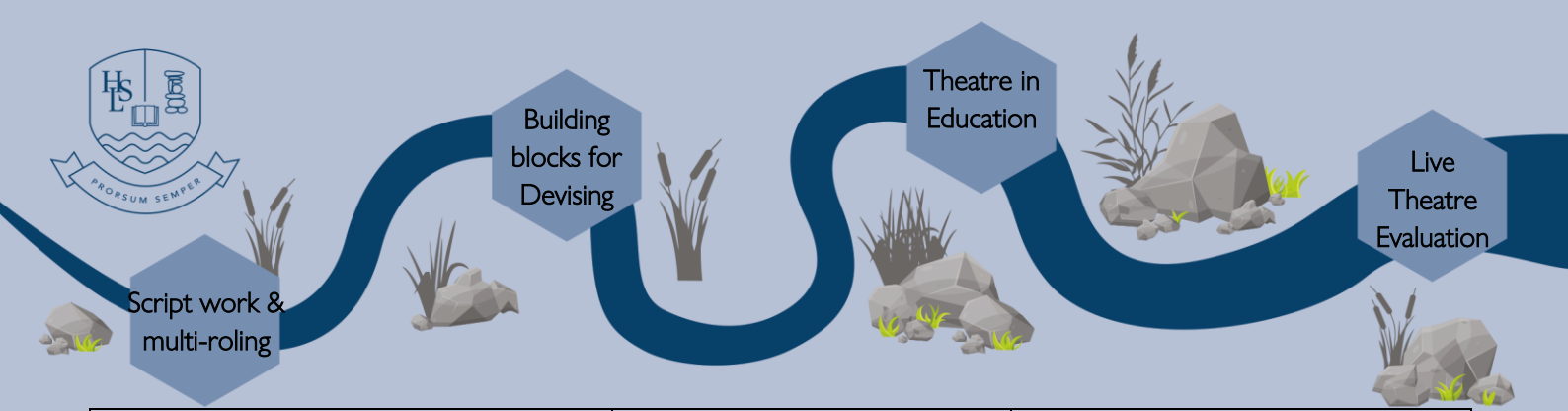
Knowledge and skills will be taught through exploration of key techniques in different workshops and texts to allow students to explore key concepts of Drama. Students will also access a variety of professional productions to inspire their own work and evaluate it as part of developing their own understanding of how Drama can be created. Year 9 Drama is about pushing boundaries and experimenting with new and innovative ways of creating meaning through performance.

How can parents help?

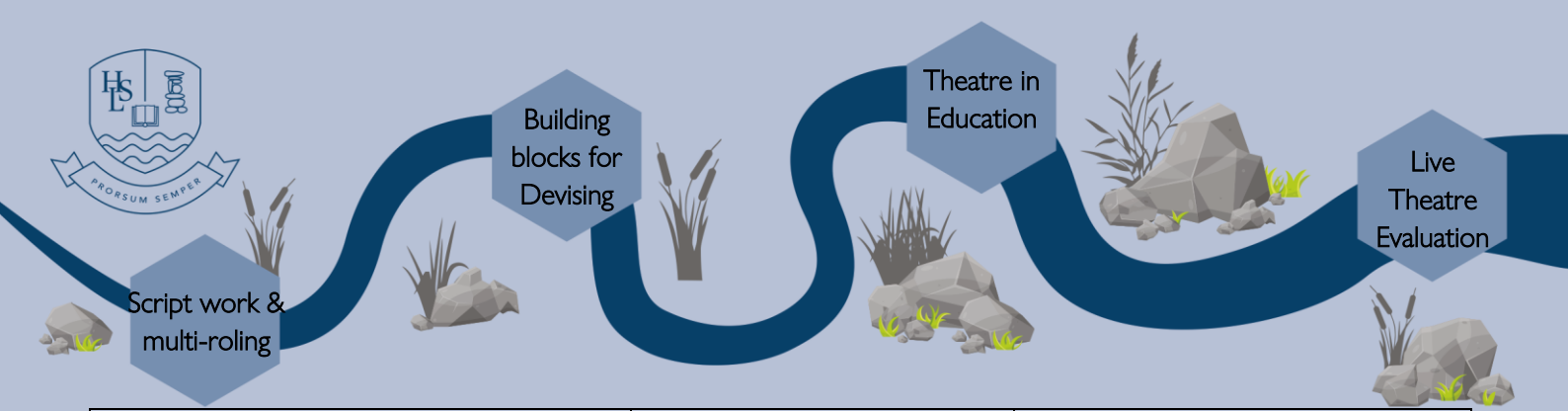
Encourage discussions around current events in the news, historical events and potentially controversial topics to challenge their opinions and viewpoints. It is recommended the watch the news regularly with your child and prompt discussion which can influence their practical work. Experiencing theatre both in person and online will be helpful in helping broaden the students understanding of theatre – particularly smaller productions and plays that are original new writing.

Recommended Reading and Preparation for Learning

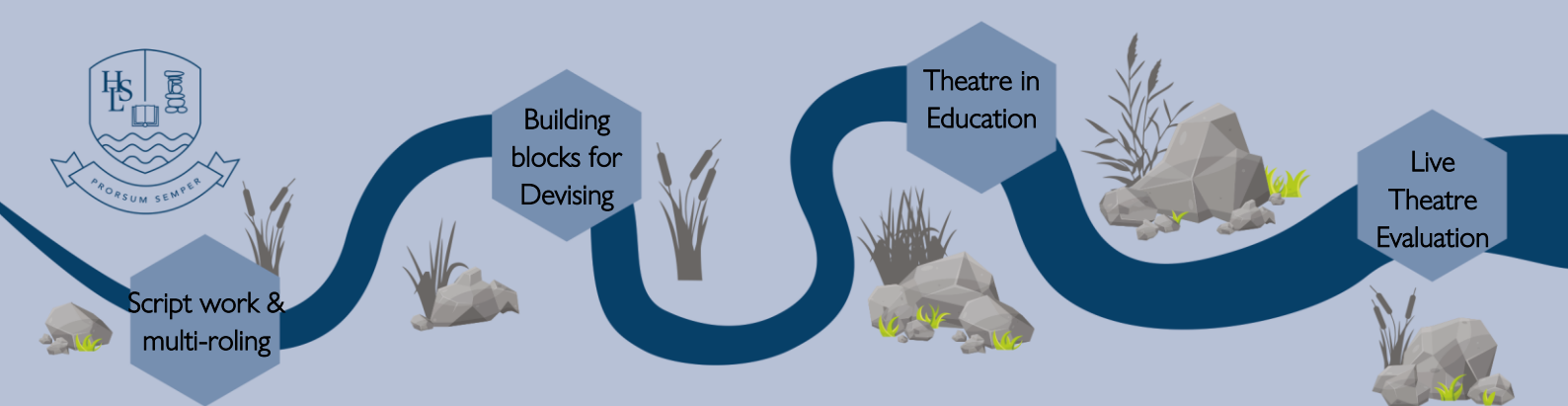
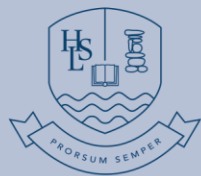
- Frantic Assembly website (practitioner research)
- The Paper Birds website (practitioner research)
- Drama Online (ask for password)
- Plays and stories to inspire own work
- Films of varying genres to inspire ideas and themes
- Regular checks of the news



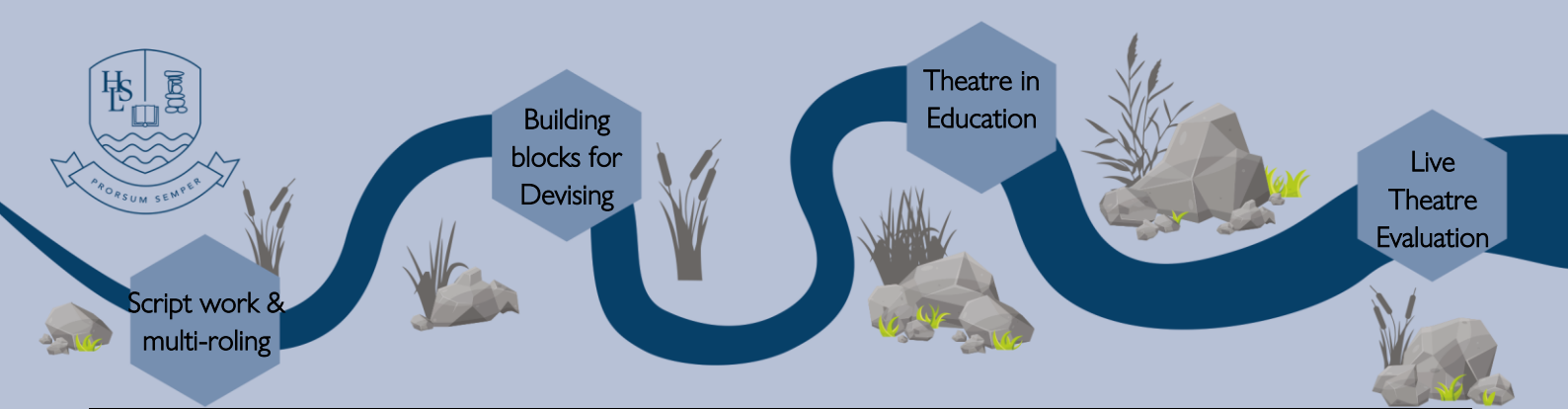
Subject: Drama		Year Group: 9		Term: 1 & 2	
Module/Theme: Script work & multi-rolling					
Topic Outline & Aims (Intent) In this topic, students will learn what multi-rolling is and how to apply it to a script. They will be encouraged to seek the comical moments in a script by playing exaggerated, stereotypical characters for comedic effect. This topic aims to build engaging public speaking skills and help students learn to command a room, have a presence and talk in an engaging way.					
Key Skills and Knowledge taught through this topic: (Intent) Knowledge: students will learn what multi-rolling is and how they can utilise their basic skills from Year 7 (the non-negotiables and PEPPAVITA) to play several different characters in the same performance. Skills: Students will develop their basic Drama skills and feel confident in their engaging performances that show their presence and energy. They will develop their overall confidence and learn it is a good thing to laugh!					
Prior Learning: (Context) KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS4: Developing multi-rolling skills with help strengthen the basic Drama skills which will feed into both performance components in the Drama GCSE.		National Curriculum Links: (Context) 'Spoken English' section in the KS3 English National Curriculum says "improvise, rehearse and perform scripts".	
RRSA Links: Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			Assessment of Learning: (Impact) Students will have regular opportunities to be assessed by their class teacher and their peers through the course of this topic. Techniques and strategies are introduced at a gradual pace to allow students to perfect them and showcase them with the chance to receive feedback. Formative verbal feedback is regularly provided through all rehearsal lessons, but this topic is very student led and should remain authentic to the student’s ideas and intentions. Students will have a summative assessment of their piece at the end of term 2 which will be recorded and assessed by the class teacher using 5 criteria each totalling 4 marks.		
British Values Links: Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
Eco Schools Links: Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Scripts are stored centrally in class in their KS3 booklet to avoid re-printing but also available digitally on the VLE.					
Reading / Enrichment: <ul style="list-style-type: none"> Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon Attending a variety of extra-curricular to develop skills Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips 		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> Multi-role Physical skills Vocal skills Confidence Imagination Stereotype Exaggeration 		Numeracy Opportunities: Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.	
				Career Links: Developing engaging public speaking skills through multi-rolling will help develop the first impressions students make in the wider world. Having a presence and commanding a room in an engaging way is vital to any work environment.	



Subject: Drama		Year Group: 9		Term: 3	
Module/Theme: Building Blocks for Devising					
Topic Outline & Aims (Intent) In this module, students will gain an understanding on how original Drama is created and develop on their introduction to stimuli at the end of Year 8. Students will take part in a variety of workshops to understand how movement and text can be created and used in interesting ways to create a piece of Drama, drawing on previous learning from Year 8 and term 1 of Year 9. This topic is about the students engaging in the world around them, focusing on what bothers them and areas of society they want to see change.					
Key Skills and Knowledge taught through this topic: (Intent) Knowledge: students will become more aware of local, national and global issues that span through history and up to present day. They will know that Drama is more than just acting from a script and this style of theatre can be used in a way to express themselves. Skills: Students will learn different techniques for creating movement and text and how these can be developed and improved. Students will develop a 'can do' attitude and an open mind to trying new ways of performing and communicating meaning.					
Prior Learning: (Context) KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS4: Creating original Drama is one of the three components studied at GCSE. This module in Year 9 introduces students to the methods of creating original Drama and allow them to take this into GCSE and beyond as theatre makers.		National Curriculum Links: (Context) 'Spoken English' section in the KS3 English National Curriculum says "improvise, rehearse and perform scripts".	
RRSA Links: Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			Assessment of Learning: (Impact) Students will have regular opportunities to be formatively assessed by their class teacher and their peers through the course of this topic. Techniques and strategies are introduced at a gradual pace to allow students to perfect them and showcase them with the chance to receive feedback. Formative verbal feedback is regularly provided through all rehearsal lessons, but this topic is very student led and should remain authentic to the student’s ideas and intentions.		
British Values Links: Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
Eco Schools Links: Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Scripts are stored centrally in class in their KS3 booklet to avoid re-printing but also available digitally on the VLE.					
Reading / Enrichment: <ul style="list-style-type: none"> Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon Attending a variety of extra-curricular to develop skills Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips 		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> Stimulus Devising Artistic intention Ensemble Non-naturalism Repetition Slow motion Atmosphere 		Numeracy Opportunities: Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.	Career Links: The vital transferrable skills used in Drama provide students with an essential toolkit to be successful in life. Devising Drama allows students to become more creative, imaginative and see things from different perspectives – vital skills in any work setting.



Subject: Drama		Year Group: 9		Term: 4 + 5	
Module/Theme: Theatre in Education					
Topic Outline & Aims (Intent) In this topic, students will draw on all of their knowledge and understanding of Drama, key techniques and styles to create a TIE piece of theatre for their end of Year 9 assessment. By the end of the topic, students will have created a piece of Drama that communicates a clear message about a social issue to a target audience of their choice on a social topic they feel strongly about.					
Key Skills and Knowledge taught through this topic: (Intent) Knowledge: students will learn what Theatre in Education is and draw on their own experiences to create an informative and powerful piece of Drama that tackles a social issue of their choice. They will know how important this style of theatre is for young people and reflect on how Drama is a source of information but also as a tool to educate young people. Skills: Students will apply a wide variety of skills covered across Year 7, 8 and 9 to create this final assessment before embarking on their GCSEs. Students will be able to be independent, critical thinkers who use their imagination to create an interesting performance.					
Prior Learning: (Context) KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS4: Creating original Drama is one of the three components studied at GCSE. This module in Year 9 introduces students to the methods of creating original Drama and allow them to take this into GCSE and beyond as theatre makers.		National Curriculum Links: (Context) 'Spoken English' section in the KS3 English National Curriculum says "improvise, rehearse and perform scripts".	
RRSA Links: Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			Assessment of Learning: (Impact) Students will have regular opportunities to be formatively assessed by their class teacher and their peers through the course of this topic. Techniques and strategies are introduced at a gradual pace to allow students to perfect them and showcase them with the chance to receive feedback. Formative verbal feedback is regularly provided through all rehearsal lessons, but this topic is very student led and should remain authentic to the student’s ideas and intentions. Students will be assessed under GCSE style exam conditions during the mock exam week in Year 9.		
British Values Links: Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
Eco Schools Links: Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Scripts are stored centrally in class in their KS3 booklet to avoid re-printing but also available digitally on the VLE.					
Reading / Enrichment: <ul style="list-style-type: none"> Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon Attending a variety of extra-curricular to develop skills Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips 		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> Theatre in Education Ensemble Physical theatre Mood & atmosphere Dramatic intention Physical skills Vocal skills 		Numeracy Opportunities: Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.	
Career Links: The vital transferrable skills used in Drama provide students with an essential toolkit to be successful in life. Creating Drama allows students to become more creative, imaginative and see things from different perspectives – vital skills in any work setting. Using social topics allows the students to be attuned to the world they live in and form opinions.					



Subject: Drama		Year Group: 9		Term: 6	
Module/Theme: Live Theatre Evaluation					
Topic Outline & Aims (Intent) In this topic, students will draw on all their knowledge and understanding of Drama, key techniques and styles to effectively analyse a live theatre production. Students will be able to engage in mature and sophisticated discussions on age-appropriate topics that help develop their understanding of the world around them. This topic will focus on a performance that challenges the students' analytical skills and will incorporate a wide variety of techniques from Year 7, 8 and 9.					
Key Skills and Knowledge taught through this topic: (Intent) Knowledge: students will learn how to effectively describe, analyse and evaluate a professional production. They will understand how theatre is a voice for social and political topics and will learn to give their own thoughts and opinions confidently in discussion. Skill: students will use subject specific terminology to describe performance skills and focus on the impact on the audience through analysis and what the performance skills communicate. They will be able to evaluate the success of an actor's performance and connect on a personal level.					
Prior Learning: (Context) KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS4: Analysing a live theatre production forms part of the Year 11 Dram exam for those opting for GCSE. Students who are not opting to do Drama will still benefit from developing their analytical skills to inform their other subjects.		National Curriculum Links: (Context) 'Spoken English' section in the KS3 English National Curriculum says "improvise, rehearse and perform scripts".	
RRSA Links: Article 12 – respect for children's views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			Assessment of Learning: (Impact) Students will be assessed through their oracy and contributions to class discussions surrounding the production we watch. It is important to recognise clear, coherent and confident vocal exchanges as valuable sources of assessment in Drama where communication is a main focus. Students will be formatively assessed each lesson based on engagement and contribution through class discussion.		
British Values Links: Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
Eco Schools Links: Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Scripts are stored centrally in class in their KS3 booklet to avoid re-printing but also available digitally on the VLE.					
Reading / Enrichment: <ul style="list-style-type: none"> Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon Attending a variety of extra-curricular to develop skills Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips 		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> Describe Analyse Evaluate Intent Impact Meaning Vocal skills Physical skills Non-naturalistic elements Interpretation 		Numeracy Opportunities: Counting the beats in any music used in the production and understanding the impact this has on physical movement	Career Links: Evaluating theatre allows students to express their opinions on a creative outlet and would be beneficial experience for any student considering a critic role in the future. Developing an opinion on something and discussing it will benefit all students in any industry.