

## Year 9 Curriculum Overview Plan: Drama

Autumn 1 and Autumn 2	Spring 1 and Spring 2	Summer 1 and Summer 2
<p><b>Key Theme:</b> <b>Question: Who influences the drama world?</b> <b>Drama Key Practitioners</b></p> <p><b>Prior Learning:</b></p> <p>Students will recap and recall their Drama exploration skills learned during Year 7 and Year 8 whilst developing the depth of their knowledge of these skills.</p> <p>Students have prior learning of basic skills and techniques. They should have secured knowledge in some variety of styles and</p>	<p><b>Key Theme:</b> <b>Question: How do we get from 'Page to Stage'?</b> <b>Naturalism Vs. Abstract (Verbatim Theatre – Mark Wheeler)</b></p> <p><b>Prior Learning:</b></p> <p>Students will recap and recall the processes of the practitioners studied in HT1 and HT2 and will choose an appropriate style to study a variety of Verbatim Theatre playtexts by Mark Wheeler.</p> <p><b>Current Learning:</b></p>	<p><b>Key Theme:</b> <b>Question: How can the Arts entertain a community?</b> <b>Responding to a Brief</b></p> <p><b>Prior Learning:</b></p> <p>Students will use the knowledge and skills gained in the previous two terms to create, rehearse, refine and produce an individual/group act for a community project based performance/workshop</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts,</b></p>

<p>performance techniques.</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will explore a range of key Drama practitioners who have influenced they different styles of Drama we know today. Students will gain an understanding of the specific skills and techniques required for a variety of performance styles including: Naturalism, Physical Theatre and Abstract Symbolism.</p> <p><b>Future Learning:</b></p> <p>This preparation will assist students in all</p>	<p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will study a variety of Verbatim Theatre playtexts in full and explore extracts practically and understand how to get 'from page to stage'. They will learn how professionals within the industry may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. Students will examine the wider roles, responsibilities and skills used to create and produce a</p>	<p><b>Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will create a short performance in response to a community based brief. They will be able to work as a solo performer or as part of a larger group/theatre company. They will create, rehearse, refine and perform a devised performance (based on a given theme/brief) worthy of a paying public audience as part of a community theatre project.</p> <p><b>Future Learning:</b></p> <p>This performance project will allow students to understand the process of creating</p>
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<p>three components of the Btec Performing Arts course. C1 - Exploring the Performing Arts C2 - Developing skills and techniques in the Performing Arts C3 – Responding to a brief</p> <p><b>Assessment Methods:</b></p> <p>Knowledge and understanding - Quizzes on specific Practitioners and styles.</p> <p>Demonstrate – Short performances using skills and techniques specific to the practitioner and style</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Practitioner</p>	<p>play (such as a director and lighting designer), developing their knowledge and understanding of how they contribute to performance.</p> <p><b>Future Learning:</b></p> <p>This preparation will assist students in all three components of the Btec Performing Arts course. C1 - Exploring the Performing Arts C2 - Developing skills and techniques in the Performing Arts C3 – Responding to a brief</p> <p><b>Assessment Methods:</b></p> <p>Coursework Practical workshops</p>	<p>performance in preparation for Component 2 and 3 of the Btec Performing Arts course, where students will recreate existing repertoire and devise new material from a given brief.</p> <p><b>Assessment Methods:</b></p> <p>Coursework Workshops Rehearsals Performance</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Style Genre Variety Performance Practitioner Creative Stylistic Qualities Theme</p>
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<p>Style Creative Intention Atmosphere</p> <p>Tier 3 Vocabulary is specific to the students chosen discipline.</p> <p><b>Reading Exposure:</b></p> <p>A range of stimuli such as, extracts of text, poems, and articles. Vocabulary Vault.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Repeated skills practice in practical performance through activities, group work</p>	<p><b>Tier 3 Vocabulary Vault:</b></p> <p>Style Genre Practitioner Creative Stylistic Qualities Theme Form Structure Narrative Contextual Influences Collaboration</p> <p>Tier 3 Vocabulary (skills and techniques) is specific to the students practitioner</p> <p><b>Reading Exposure:</b></p> <p>A range of reading materials such as, extracts of text, poems, reviews, and articles. Vocabulary Vault</p>	<p>Form Structure Narrative Contextual Influences Collaboration</p> <p>Tier 3 Vocabulary (skills and techniques) is specific to the students chosen discipline.</p> <p><b>Reading Exposure:</b></p> <p>A range of reading materials such as, extracts of text, poems, reviews, and articles. Vocabulary Vault</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p>
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<p>and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>	<p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>	<p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>
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