

**(KS3-YEAR 9 Curriculum Overview: DRAMA (9x lesson per half term))**

Key Info:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic:</b></p> <p><b>3x Lessons per fortnight</b></p>	<p><b><u>The Island- Practitioners</u></b></p> <p>Using "The Island" as stimulus to explore Theatrical Practitioners Frantic Assembly, Bertolt Brecht &amp; Konstantin Stanislavski. By exploring these practitioners, students will further knowledge &amp; create devised work using techniques from <b>Physical, Epic &amp; Naturalistic Theatres.</b></p>	<p><b><u>Craig and Bentley Devising Theatre</u></b></p> <p>Students are introduced to 1950's England, Craig &amp; Bentley &amp; "Let him have it". These topics act as stimuli for devised work &amp; students will build upon last terms introduction to <b>Frantic, Brecht &amp; Stanislavski, with additional focus on Verbal &amp; non-verbal communication.</b></p>	<p><b><u>An Inspector Calls Scripted</u></b></p> <p>In this scheme, students explore the plot of "An Inspector Calls". Students will then perform scripted extracts of the play before moving onto a focus on the written aspects of <b>Component 3: Section A – As a performer, B – Director &amp; C – Designer.</b></p>	<p><b><u>An Inspector Calls Devising off text</u></b></p> <p>Moving on from Spring 1, students will focus on devising as inspired by the flashbacks within the play "An Inspector Calls", creating devised pieces Students then look at the product elements project, in which they explore the technical aspects of theatre in relation to the production.</p>	<p><b><u>Frankenstein Live Review</u></b></p> <p>This scheme reminds Y9 of the concept of Theatre evaluation. They will be shown "Frankenstein" &amp; analyse the myriad production elements involved (Lighting, props, costume, set etc). This links well to the requirements of GCSE &amp; A Level components.</p>	<p><b><u>Invisible Heroes of WWII Devising Project</u></b></p> <p>In this scheme students will be introduced to lesser-known but extremely important figures from WWII. They will use the people &amp; stories within the scheme to create devised theatre. <b>As an end goal, student groups will create a 10-15 minute devised piece</b> clearly influenced by the practitioners explored in Autumn 1 &amp; 2 (Frantic, Brecht, Stanislavski).</p> <p>This links well to the Y10 devised scheme in Autumn 1&amp;2 "The holocaust".</p>
<p><b>Key Knowledge/Skills covered in the scheme</b></p>	<ul style="list-style-type: none"> <li>✓ Vocal and physical skills used and referred to in each lesson</li> <li>✓ Drama technique linked to practitioners explored in each lesson</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vocal and physical skills used and referred to in each lesson</li> <li>✓ Drama technique linked to practitioner being applied in each lesson</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vocal and physical skills used and referred to in each lesson</li> <li>✓ Plot and Action of the play</li> <li>✓ Key Characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vocal and physical skills used and referred to in each lesson</li> <li>✓ Key extracts explored practically</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vocal and physical skills used and referred to in each lesson</li> <li>✓ Drama technique explored in each lesson</li> </ul>	<ul style="list-style-type: none"> <li>✓ Production elements explored in each lesson</li> <li>✓ Design roles explained in each lesson</li> </ul>
<p><b>Assessment</b></p> <p><b>(Bold-School assessment data input)</b></p> <p><b>(Colour coded to link with GCSE Component focus)</b></p>	<p>Assessed throughout the scheme for devising/scripted and written work.</p> <p>Building blocks of practitioner knowledge. <b>Vocal &amp; Physical Skills &amp; Techniques.</b></p> <p>Evaluation of own/others performance.</p> <p><b>Booklet associated with the scheme</b></p> <p><b>Devised performances</b></p>	<p>Assessed throughout the scheme for devising/scripted and written work.</p> <p>Building blocks of practitioner knowledge. <b>Vocal &amp; Physical Skills &amp; Techniques.</b></p> <p>Evaluation of own/others performance.</p> <p><b>Booklet associated with the scheme</b></p> <p><b>Devised performances</b></p>	<p>Assessed throughout the scheme for scripted and written work.</p> <p>Particular focus on <b>scripted performing</b> Shakespearean text to an audience of peers. Evaluation of own/others performance.</p> <p><b>Booklet associated with the scheme</b></p> <p>Particular focused assessment using <b>section A of the written exam</b></p>	<p>Particular focused assessment using <b>written questions.</b></p> <p>Building blocks of practitioner knowledge. <b>Vocal &amp; Physical Skills &amp; Techniques.</b></p> <p>Evaluation of own/others performance.</p> <p>Particular focused assessment using <b>written questions.</b></p> <p><b>Booklet associated with the scheme</b></p> <p><b>Devised performances</b></p>	<p>Assessed throughout the scheme for <b>analysis of production elements within a live production</b></p> <p><b>Booklet associated with the scheme</b></p> <p>Evaluation of own/others performance.</p> <p><b>Devised performances</b></p> <p><b>Booklet associated with the scheme</b></p>	<p>Assessed throughout the scheme for devising/scripted and written work.</p> <p>Building blocks of practitioner knowledge. <b>Vocal &amp; Physical Skills &amp; Techniques.</b></p> <p>Evaluation of own/others performance.</p> <p><b>Devised performances</b></p> <p><b>Booklet associated with the scheme</b></p>

<b>Building on prior learning</b>	<ul style="list-style-type: none"> <li>• Builds on English skills learnt at Primary school.</li> <li>• Develops knowledge of and practical application of drama skills, character building and key drama techniques.</li> </ul>
<b>Links to National Curriculum</b>	<p><b>Links to KS3 Spoken English NC. Key aspects include:</b></p> <ul style="list-style-type: none"> <li>• <i>speaking confidently and effectively in a range of formal and informal contexts, including classroom discussion and debates</i></li> <li>• <i>Express their own ideas fluently, in detail &amp; incorporating appropriate terminology.</i></li> <li>• <i>Improvising, rehearsing, and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</i></li> </ul>
<b>Next Stage of Education: Links to GCSE/BTEC Specification</b>	<p>GCSE Edexcel Drama:</p> <ul style="list-style-type: none"> <li>• <b>Devising Drama using a range of stimuli (Component 1) 40%</b></li> <li>• <b>Perform sections of scripts (Component 2) 20%</b></li> <li>• Write about Drama as a performer, director and designer (Component 3) 40%</li> </ul>
<b>Independent/Home learning</b>	<ul style="list-style-type: none"> <li>• Homework set every half term.</li> <li>• Booklet to complete in lesson with associated GCSE written questions to complete.</li> </ul>
<b>Cross-Curricular Links</b>	<ul style="list-style-type: none"> <li>• Subjects links include: English/History/SMSC/Dance/Music</li> </ul>
<b>Cultural Capital &amp; Extra Curricular Opportunities</b>	<ul style="list-style-type: none"> <li>• A number of Performing Arts extra curricular clubs are available for pupils</li> <li>• School Shows</li> <li>• Understanding social and cultural landscape &amp; international theatre practices.</li> </ul>
<b>Positive Impact on personal Development (SMSC)</b>	<ul style="list-style-type: none"> <li>• To gain an understanding of the social, historical and cultural context of the stimuli.</li> <li>• Scripts are used to help develop understanding of people who differ from ourselves and historical periods. The schemes are designed to help gain an understanding of the world and its historical &amp; current challenges.</li> <li>• Opportunities are given to offer opinions, justify ideas &amp; constructively build upon the contributions of others.</li> <li>• Chance to use a range of social skills when working with others.</li> <li>• Exploring theories and different beliefs</li> </ul>