

Year 9 Curriculum Map: Drama

	Autumn	Spring	Summer
Assessment Objectives	AO1 Demonstrate knowledge and understanding from across the [Performing Arts] specification. AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions.		
Unit Length	Topic 1: Blood Brothers	Topic 2: Spy School Stanislavski Topic 3: Romeo and Juliet	Topic 4: Devising from Stimulus
Key Learning Outcomes	<u>Topic 1:</u> <ol style="list-style-type: none"> 1. What a duologue is and how to perform one while matching the energy of the other person 2. How to infer a character's truth using physical and vocal skills 3. How to use stage directions to aid your performance 4. How to use knowledge of stage positions to show status in the scene 5. Understanding that acting is reacting and how to believably interact with your partner 6. Clear speech, <i>self-evaluation</i>, 7. What makes a believable performance? 8. Clear speech, vocal tone, projection, body language, characterisation 9. Using movement to convey the message 10. Directing themselves effectively. 11. Use direct address and eye contact with the audience to keep them engaged. 	<u>Topic 2:</u> <ol style="list-style-type: none"> 1. What Naturalism is and how it fits into the performing arts they see in the modern world 2. How to infer a character's truth using physical and vocal skills 3. How to demonstrate the ability to use the Magic 'If' in order to help their process of belief 4. How to use tempo and rhythm when developing instant characters 5. How to demonstrate the use of sense and emotional memory when employing truthful reactions 6. Demonstrate a basic understanding of how super-objectives, objectives and obstacles help actors to achieve realism in acting. 7. Clear speech, <i>self-evaluation</i>, 8. What makes a believable performance? 9. Clear speech, vocal tone, projection, body language, characterisation 10. Using movement to convey the message 11. Directing themselves effectively. 12. Use direct address and eye contact with the audience to keep them engaged <u>Topic 3:</u> <ol style="list-style-type: none"> 1. What Elizabethan Theatre is and what its place in society was 2. How to use Romeo and Juliet as a springboard to create a modern piece of theatre 3. How Shakespeare is still relevant in modern society and why 4. How to use devising skills to create a piece of theatre 	<u>Topic 4</u> <ol style="list-style-type: none"> 1. Who are the main drama practitioners? 2. What is 'The System'? 3. Who invented the theatre of cruelty? 4. What is epic theatre? 5. What is devising? 6. What is stimuli? 7. What are the different types of stimuli we can use to create theatre? 8. Understand how to use Stanislavski techniques and apply to stimulus 9. Understand Artaud techniques and apply to Devising 10. Understand Frantic Assembly devising techniques and apply to performance.

		<ol style="list-style-type: none"> 5. Demonstrate a basic understanding of how super-objectives, objectives and obstacles help actors to achieve realism in acting. 6. Expert Skills 7. Clear speech, self-evaluation, 8. What makes a believable performance? 9. Clear speech, vocal tone, projection, body language, characterisation 10. Using movement to convey the message 11. Directing themselves effectively. 12. Use direct address and eye contact with the audience to keep them engaged 	
Prior knowledge	KS2 (N.C.): <ul style="list-style-type: none"> • <i>drama techniques can help pupils to identify with and explore characters.</i> • <i>re-reading, and rehearsing plays for presentation and performance give pupils opportunities to discuss language,</i> 	KS2 (N.C.): <ul style="list-style-type: none"> • Use of physical theatre techniques, Frantic assembly, use of physical skills • <i>drama techniques can help pupils to identify with and explore characters.</i> • <i>re-reading, and rehearsing plays for presentation and performance give pupils opportunities to discuss language,</i> 	KS2 (N.C.): <ul style="list-style-type: none"> • ability to compare with Epic theatre • physis skills used within theatre- (silent movies) • <i>drama techniques can help pupils to identify with and explore characters.</i> • <i>re-reading, and rehearsing plays for presentation and performance give pupils opportunities to discuss language,</i>
CEIAG Specific careers links	Performer Director Set/ costume designer Dancer Makeup artist	Performer Director Set/ costume designer Dancer Makeup artist	Performer Director Set/ costume designer Dancer Makeup artist
RRSA	Article 13 – Freedom of expression Article 28 – Right to Education Article 31 – Leisure, play and culture	Article 13 – Freedom of expression Article 28 – Right to Education Article 31 – Leisure, play and culture	Article 13 – Freedom of expression Article 28 – Right to Education Article 31 – Leisure, play and culture
Cross curricular links	Drama – Performances, stage presence. Maths – Counting sequences Art – live installation Science – The importance of a physical warmups on the human body	Drama – Performances, stage presence. Art- placards Music- slapstick music appreciation	Drama – Performances, stage presence. English- knowledge retention PE- Relaxation, HR Zones Art- Role on the wall
Useful websites/videos	Frantic assembly https://www.franticassembly.co.uk/ Chair Duet tuition https://www.youtube.com/watch?v=PB-9LERSyY8	Charlie Chaplin- Pancakes https://www.youtube.com/watch?v=V_M3Jw3zoPY an introduction to Brechtian Theatre https://www.youtube.com/watch?v=l-828KqtTkA	Principles and influence of Stanislavski https://resources.mylamdatutor.com/blog/acting-stanislavski How Stanislavski reinvented the craft of acting https://www.youtube.com/watch?v=iB1fPZX5Zgk
Wider Reading	Frantic Assembly- Book of Devising	The complete Brecht Toolkit Bertolt Brecht- Love Poems	<u>Constantin Stanislavski- An Actors Prepares</u> <u>Stanislavski and the Actor</u>

		Brecht on Theatre	<u>Stanislavski: The Basics</u>
Literacy Programme	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model performances • Keyword list on view throughout the lesson • Sentence Starters • Writing strategies 	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model performances • Keyword list on view throughout the lesson • Sentence Starters • Writing strategies 	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model performances • Keyword list on view throughout the lesson • Sentence Starters • Writing strategies
Independent Learning Tasks	Independent performance practice Knowledge Organiser practice Questions.	Retrieval practice homework Independent performance practice Knowledge Organiser practice Questions.	Retrieval practice homework Independent performance practice Knowledge Organiser practice Questions.