

Year 9 Drama

The core skills are revisited again, but with a clearer focus on exploring exciting and engaging stimuli for young people. Scripted, live response and devised theatre are all used to ensure that the students are developing their own skills and abilities as actors to develop collaborative and individual performances. Students will see a live theatre performance and will also explore a range of scripts and acting techniques.

| Methods of deepening and securing knowledge: | |
|--|--|
| Spaced practice | Throughout the year, skills from previous year groups are revisited and further developed. |
| Retrieval practice | Retrieval practice is used throughout the year, as students will revisit previously taught aspects and apply them to the new stimulus. |
| Elaboration | Through the nature of the practical exploration, students constantly elaborate on new skills and concepts. |
| Concrete examples | Examples are used throughout the year, either as a starting point for ideas or as good practice. |

| | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
|------------|---|---------------|--|---------------|--|---------------|
| Topic(s) | Introduction to Blood Brothers by Willy Russell - how to explore a drama text academically analysing and evaluating live performance - Macbeth - Learn performance conventions - Begin to explore social, cultural and historical - Consider how meaning is interpreted and communicated - Pick out how/what the characteristics of the chosen performance texts/live production | | Devising from a stimulus - practical exploration devising performance from a song/text Recording the process - how to create a production log and roles and responsibilities in theatre practice (careers) - Introduced to the key style and practical skills needed to create performance - Begin to create and develop ideas to communicate meaning in devised drama - Pick out theory knowledge start to apply to own drama | | Creating performance from a script - Group practical exploration of John Godber's Teachers - Learn and begin to apply physical and vocal skills to a text - Start to interpret text - Begin to explore how to communicate meaning - Introduced to realising artistic intentions | |
| Assessment | Baseline Practical assessment AH1 – Section A and B written exam | | AHT on theory responses AH2 – Practical devising performance and written exploration of the process | | PPE – Section A and B theory practical 'scripted' performance of Teachers | |

| | | | | | |
|--|--|--|--|--|--|
| CEIAG (<i>Careers that are linked to that topic</i>) | Section A exploration covers job roles and responsibilities in theatre | | | | |
|--|--|--|--|--|--|

| |
|---|
| Independent Learning: |
| In Year 9 independent learning becomes more central to the ethos and development of themselves as a specialist, to build on the knowledge taught in class. Independent learning is likely to be research into areas such as the context of 1970s and 1980s working class areas, and social cultural and historical factors influencing the play settings. |