

**Creative Arts Department – Drama
Year 9 – Curriculum Map**

Year 9	Intent		Implementation		Impact	
	Taught Curriculum	Learned Curriculum	Key Skills	Wider activities	Summative Assessment	Assessment criteria
Term 1 <i>7 weeks</i>	Polished Improvisation ‘Scenarios’ Body in the Kitchen The Exam Paper Get Packing Who Goes There? The Johnston Boys	Acting skills; vocal and physical Character development Performance skills; vocal projection, audience awareness, use of space Basic language of theatre; set, setting, scene, props, character, dialogue	Observation Collaboration Memory recall Imagination Physical skills Use of voice Rehearsal Character development Spatial awareness Evaluation		Performing a 2 minute scene Google form evaluation of performance	<u>Children will be able to:</u> Work collaboratively during rehearsals offering focus, commitment and energy. Shape and adapt material with a clear intention and understanding of audience. Use voice, movement and gesture to communicate a character and narrative. Use key performance skills to engage an audience (Focus, energy, conviction, commitment) Evaluate their own work and the work of others <u>Children will know and understand:</u> Key skills needed to explore and create drama How proxemics are used to communicate meaning How to evaluate the work of others
Term 2 <i>7 weeks</i>	Working with a Script Exclusion Unit The Corpse Chicken Dan Murder at the Folly Part 1&2 Death-tension	Interpreting scripts Character development Line Learning Blocking Creating and communicating meaning Developing acting skills – accent work Creating work for performance Exploring the dramatic potential of the elements of drama: character, climax, contrasts, pace	Interpretation Chunking method Line learning Blocking Character motivation and development Use of space Audience awareness Vocal skills; accent work, projection, intonation Effective use of rehearsal time Shaping and developing ideas Use of space Planning for audience response Performance skills Evaluation		2 minute performance Google form – terminology and evaluation of acting skills	<u>Children will be able to:</u> Use acting skills to perform a character with conviction and energy Learn lines effectively, using specific strategies; look, cover, repeat or chunking method. Analyse a script to realise it’s dramatic potential Use sub-text and character motivation to block work effectively Use space effectively to communicate meaning, character and aesthetics Perform with conviction and energy <u>Children will know and understand:</u> The elements/characteristics of drama; pace, contrasts, character, climax, plot What is meant by ‘dramatic potential’ How to analyse a text The importance of interpreting subtext during blocking\
Term 3 <i>6 weeks</i>	Theatre Spaces In the round Traverse Two-sided Reverse Grotowski (perspectives)	Improvisation Script work Acting skills Pros and cons of theatre spaces	Reading Interpretation Research Vocal skills; enunciation, projection, intonation Line learning Physical skills Collaboration Shaping and developing ideas Use of space Creating atmosphere Planning for audience response Performance skills Evaluation		2 minute performance Online knowledge quiz	<u>Children will be able to:</u> Use voice to create atmosphere, communicate context and character Analyse and interpret prose Work collaboratively to develop creative ideas Use rehearsal time effectively to refine and polish work Plan for an intended audience response. Perform with conviction <u>Children will know and understand:</u> How to analyse and interpret a text How to use research to further develop ideas How to shape prose into a performance script The terminology and function of a range of conventions. Ways in which live drama can be interpreted/read

<p>Term 4 6 weeks</p>	<p>Frantic Assembly</p> <p>Round by Through Chair Duets</p> <p>Go, stop, clap, jump Imperfections</p>	<p>Theatre practitioners</p> <p>Physical theatre</p> <p>Choreographing principles</p> <p>Acting skills; physical control, facial expression, gesture</p> <p>Communicating meaning</p> <p>Performance skills</p>	<p>Physical skills; movement, facial expressions, gesture</p> <p>Creativity</p> <p>Collaboration</p> <p>Using rehearsal time effectively</p> <p>Choreography</p> <p>Performance skills</p> <p>Evaluation</p>	<p>https://prezi.com/r4gtqpm-t6w79/10-frantic-assembly-techniques/</p>	<p>1 minute choreography</p> <p>Google form knowledge quiz</p>	<p><u>Children will be able to:</u></p> <p>Explore exercises heightened body awareness and physical expressiveness</p> <p>Use movement to communicate emotions and tell stories.</p> <p>Collaborate effectively with others.</p> <p>Explore innovative and creative approaches taking risks, and find new ways to express ideas</p> <p>Access and portray authentic emotions, creating truthful and engaging performances.</p> <p><u>Children will know and understand:</u></p> <p>Choreographic principles:</p> <p>Space: levels, direction (forward, backward, sideways), and pathways (curved, straight, diagonal)</p> <p>Time: rhythm, tempo, speed, duration of movements.</p> <p>Energy: different dynamics such as sustained, sharp, smooth, or explosive movements to convey emotions and intentions.</p> <p>Form and Structure: narrative, abstract, or episodic.</p>
<p>Term 5 7 weeks</p>	<p>Page to Stage</p> <p>'DNA' by Dennis Kelly</p>	<p>Understanding drama</p> <p>Characteristics of performance text</p> <p>Social, cultural historical contexts</p> <p>How meaning is communicated</p> <p>Interpret and perform a character</p> <p>Performing stylised theatre</p> <p>Technical design – sound, lighting, set and costume</p>	<p>Analysis; identifying themes</p> <p>Interpreting characters' motivations and actions</p> <p>Character development</p> <p>Performance skills: stage presence, physicality, ability to convey emotions, intentions</p> <p>Stagecraft and blocking</p> <p>Considering different perspectives, themes, and messages</p> <p>Cultural and historical awareness</p> <p>Creativity, artistic expression</p> <p>Confidence, self-expression</p> <p>Critical evaluation</p> <p>Empathy</p>	<p>BBC Bitesize: DNA characters, plot, themes</p> <p>https://youtu.be/5Kwujlgvjw</p> <p>https://youtu.be/UuYIV8JJ0SA</p> <p>Set Design – National Theatre https://youtu.be/hCZQUd4aV-Y</p>	<p>1-2 minute performance of a script</p>	<p><u>Children will be able to:</u></p> <p>Discuss the SCHP context of the play</p> <p>Read the script using role, intonation, tone, volume, mood and silence to add impact.</p> <p>Identify the characteristics of the text through practical work.</p> <p>Discuss how meaning is communicated within the performance text.</p> <p>Explore a range of rehearsal approaches to explore character and themes.</p> <p><u>Children will know and understand:</u></p> <p>Context of DNA</p> <p>The characteristics of the performance text including; genre, structure, characters, form and style, dialogue</p> <p>Acting skills including, blocking, improvisation and characterisation.</p> <p>A range of ways that a play can be explored during the rehearsal process.</p>
<p>Term 6 6 weeks</p>	<p>Devising Drama</p> <p>Banksy</p> <p>Balloon Girl</p> <p>We're all in the Same Boat</p> <p>Dismaland</p> <p>Stopped and Frisked</p> <p>Devolved Parliament</p>	<p>Creativity and imagination</p> <p>Collaboration and communication</p> <p>Performance Skills</p> <p>Scriptwriting</p> <p>Research and Analysis</p> <p>Cultural and Social Context</p> <p>Theatrical Elements and Techniques</p>	<p>Expression of creative ideas</p> <p>Imagination and originality.</p> <p>Collaboration</p> <p>Creating a shared vision</p> <p>Communication</p> <p>Critical thinking</p> <p>Problem-solving: adaptability, resilience</p> <p>Improvisation</p> <p>Scriptwriting and storytelling</p> <p>Time Management</p> <p>Spatial Awareness</p> <p>Empathy, perspective-Taking</p> <p>Self-expression</p> <p>Reflection and evaluation</p> <p>Audience awareness</p>	<p>https://www.artsy.net/article/artsy-editorial-6-iconic-works-banksy</p>	<p>Google slides - annotation of work</p>	<p><u>Children will be able to:</u></p> <p>Shape, adapt and develop a clear and focused message for their work.</p> <p>Use a range of drama conventions to communicate meaning to an audience.</p> <p>Offer mature, creative and imaginative ideas and approaches to exploring stimulus material.</p> <p>Use voice, movement, gesture and space to develop and amplify dramatic elements.</p> <p><u>Children will know and understand:</u></p> <p>The key purpose of devised theatre and its main characteristics, including non-narrative, non-chronological, stylised, developed and driven through key message/theme.</p> <p>How to use the devising process to create meaning in a performance</p>