



# Drama Year 9

## Curriculum Intent

The Drama Department seeks to develop students' confidence, creativity and risk-taking skills using Drama as a vehicle to succeed. All students will develop further skills associated with the arts using group work, paired work, individual work and whole class activities to explore, discover, create and perform; it is paramount to their success on the Drama course to develop teamwork and interpersonal skills – accepting and developing ideas. At the heart of the curriculum is communication skills and ability to peer and self-evaluate. Students will be guided to understand the fundamental skills of Drama exploring a plethora of genres including horror, comedy, tragedy and romance. KS3 Drama aims to teach students the necessary skills and understanding needed to study Drama at GCSE.

*“Drama is life with the dull bits cut out.”* Alfred Hitchcock

Students will learn:-

**Term 1: Woman in Black:** This scheme explores techniques used to put page to stage (from the GCSE Specification). It shows students how to interpret a script and then creatively bring it to life on stage.

**Term 2: Devising:** Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider the impact that they can make on an audience, as they develop devising ideas. Creative and developing skills for a devised piece from stimuli. Performance and design skills for a devised piece.

Analytical and evaluative skills supporting the creative process and group devised work. To develop a global outlook to theatre students will research and explore devising theatre companies from around the world such as, Au Ments Dansa Teatre (Mallorca, Spain), Out of Balanz (Copenhagen, Denmark) and Zen Zen Zo (Brisbane, Australia).

**Term 3: The Crucible:** Students will explore practically how a 'The Crucible' might be interpreted and realised from 'page to stage'. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process. Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience.

## What does excellence look like?

- When students are able to use:
- Comprehensive explanations of the creative intentions for the performance.
- Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning.
- Demonstrate confident engagement with the process of collaboration, rehearsal and refinement.
- Confident and accomplished use of appropriate drama terminology.

## Knowledge, understanding & Skills

### Students will:

- Students will be introduced to different stimuli to help understanding the how to work collaboratively to create and develop a devised performance
- Students will learn: improvisations skills, tableaux, role on the wall, hot seating.
- Students will develop movement/physical sequences, soundscapes, forum theatre
- Students will learn to use social, historical and cultural contexts as stimuli to create a performance.
- Students will learn to communicate their opinions on theatrical conventions, current themes and trends, issues and controversies.

### How can you enhance your learning at home?

- Homework: Research, design (costume, set and props), contextualising, creative writing, vocabulary recall, line learning.
- LAMDA
- IDA (International Drama Academy)
- Wider reading of Scripts and books.
- <https://www.bbc.com/bitesize/guides/zg9x34j/revison/1>
- <https://www.franticassembly.co.uk/resources/579/this-will-all-be-gone-resource-pack.pdf>
- <https://www.prioryruskin.co.uk/attachments/download.asp?file=30&type=pdf>
- [OldVic Uploads/The Crucible-EducationPacks](#)

### Key Vocabulary:

- Twenty-first century theatre-making
- Production elements and theatrical conventions
- Theatre makers
- Contemporary practice
- Performers, directors and designers
- Stage directions such as stage left and stage right

## How will we assess impact?

- Baseline, mid-point and end of unit assessment
- Peer, self and teacher assessment in lessons
- Assessment trackers – written evaluation in class
- Teacher questioning

## What will we be assessing?

- **Exploration** skills.
- **Interpretation** and **realisation** skills.
- **Performance** and **design** skills
- **Analytical** and **evaluative** skills

“One of the greatest things drama can do, at its best, is to redefine the words we use every day such as love, home, family, loyalty and envy. Tragedy need not be a downer.” *Ben Kingsley*

## Visits Programmes

- Italy, Saronno: Teatro alla Scala – theatre visit
- Wiesbaden: Opera house
- Avignon: Costume design workshop on Roman site
- Jerez, Spain: Museo del títere - puppet museum/theatre
- MEP China visit: Opening/closing ceremonies, Chinese opera

## International Dimension within the curriculum

- Au Ments Dansa Teatre (Mallorca, Spain)
- Out of Balanz (Copenhagen, Denmark)
- Zen Zen Zo (Brisbane, Australia).
- Study of American Drama, for example, Arthur Miller
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## Wider Reading:

Edexcel GCSE (9-1) Drama Student Book by Melissa Jones (Author), Mr Phil Cleaves (Author). ISBN-10: 1292150688

"The Crucible" (Student Editions) by Arthur Miller. ISBN-10: 9781408108390

## Extra Challenge:

- Acting style and purpose, including vocal and physical skills
- Set and props, including stage furniture and personal props
- Lighting and sound, including colour and music
- Costume, makeup and masks.
- Develop your understanding of directing others when considering the use of stage space and spatial relationships, levels and entrance points and exit points

