

**Year 9 Drama Curriculum Rationale:** In year 9, students will all have had been taught the basic explorative skills in Drama that they will use throughout their Drama experience and had the opportunity to apply those skills in a more advanced way throughout year 8. In our curriculum, Drama in Year 9 focuses on developing those practical skills, alongside using both guided and independent research to help improve and deepen “learning through imagined experience”. Lessons are still approached practically, further instilling that the subject is one that should be enjoyed both in the studio and beyond. We want to develop a wider understanding of how Drama utilises ACPs and VAAs to explore stimuli and situations, perform a diverse range of both devised, scripted, fictional and non-fictional material.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, and recommended reading
Term 1 – Skills/Devising  Tragedy  9 lessons	<i>Students explore the origins of the tragic genre of theatre using Sophocles' 'Oedipus' as a basis. We then explore the modern real-life tragedy of 9/11 before students choose a tragedy to research and create a verbatim piece of theatre.</i>	Students look at the origins and history of theatre and the genre of Tragedy. This allows an understanding of the purpose of the genre. Having used a real-life situation in year 8 and impressing the maturity needed to explore real life events(Charlotte Dymond), we then move on to looking at 9/11 (to coincide	<b>Low stakes assessment</b> at the end of each lesson focusing on the character, narrative and technique development and application.  <b>End of Unit Assessment</b> – Devised Verbatim piece based on the experience of people during 9/11.	<b>Oracy</b> focused on in all lessons - need for clarity when presenting work. <b>Literacy</b> – decoding a text, making informed judgements based on information given. Writing a character monologue. <b>PHSE</b> – impact on the community and world wide impact, life changing events,	<b>ACPs</b> Imagination Originality Connection Finding. <b>VAAs</b> <b>Empathy,</b> Collaborative working, Creative and Enterprising, Risk taking, Practice	Look for the use of these conventions in either film, TV or Theatre you watch

		with the anniversary of this event) and research aspects of that event. Students use advanced drama techniques to stage 'large' events e.g. the collapsing of the towers and use real testimony to create verbatim aspects to their pieces.		personal sacrifice and triumph		
<p>Term 2. Scripted and Devising</p> <p>Girls Like That</p> <p>9 – 12 lessons</p>	<p><i>Students explore some of the pressures that are faced by early to mid-teen students through Evan Placey's 'Girls Like That'. The power of social media and its impact on people's everyday lives is examined with students creating a part scripted, part devised performance.</i></p>	<p>Leading on from the 'WSS' SOW and linking back to 'Tragedy' – students explore the ending of the script first – focusing on the tragic elements of the story and the consequences, using The Rule of 5), non-verbal communication, etc – similar to 'The Towers Come Down' in 'Tragedy'. They then work on</p>	<p><b>Low stakes assessment</b> at the end of each lesson sharing the devised/scripted scenes they have been focusing on that lesson.</p> <p><b>End of Unit assessment Part A</b> – Using a mixture of devised and scripted work, create a piece based on the tragic elements of the end of the script.</p>	<p><b>Oracy</b> focused on in all lessons - need for clarity when presenting work. <b>Literacy</b> – decoding a text, making informed judgements based on information given. Planning devised sections.</p> <p><b>PHSE</b> – Consequences of sending an inappropriate picture online,</p>	<p><b>ACPs</b> Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality <b>VAAs</b> Collaborative, confident, Risk taking, resilient</p>	<p>Read the whole of the 'Girls Like That' script &amp; watch clips online. Documentaries and research relating to negative online experiences.</p>

		<p>integrating the script into the devised pieces. The second part of the SOW focuses on the comedic elements of the script and students will use skills such as exaggeration, experimentation with accents, voice, pause, etc. for comedic affect, again using a mix of devised and scripted work.</p>	<p><b>End of Unit assessment Part B –</b> Using a mixture of devised and scripted work, create a piece based on the comedic elements of the beginning of the script.</p>	<p>bullying, peer pressure. Legal implications (linking to work covered on 'The Internet in Year 7)</p>		
<p>Term 3 Devising  Noughts and Crosses  9 - 12 lessons</p>	<p><i>Students explore the topic of discrimination in a series of both fictional and non-fictional situations.</i></p>	<p>Students look at the themes of discrimination and racial injustice through the text <i>Noughts and Crosses</i> by Malorie Blackman, using research skills learnt from the Tragedy scheme to link their work to current events. Students</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on terminology learnt and application of techniques.</p>	<p><b>Oracy</b> focused on in all lessons - need for clarity when presenting work.  <b>Literacy</b> – decoding a text, making informed judgements based on information given. Reading and editing a script.</p>	<p><b>ACPs</b> Strategy planning, imagination, accuracy, precision, intellectual confidence <b>VAAAs</b> Collaborative working, creative and enterprising, perseverance, Confidence</p>	<p><i>Noughts &amp; Crosses</i> by Malorie Blackman  <i>The Hate U Give</i> by Angie Thomas  <i>Ghost Boys</i> by Jewell Parker Rhodes</p>

		<p>must have a maturity to explore difficult topics and must understand peoples' different life experiences (as they did in The Arrival- Year 8) using advanced Drama techniques to stage "concepts" of discrimination as well as true stories.</p>	<p><b>End of Unit Assessment</b> – Performance of an extract from <i>Noughts &amp; Crosses</i> alongside a devised scene exploring overcoming discrimination</p>	<p><b>PHSE-</b> ambition and future careers, diversity (age and culture)</p>		
<p><b>Term 4</b></p> <p><b>Devising</b></p> <p><b>9 – 12 lessons</b></p>	<p>Students will explore two or three different stimuli of differing media taken from previous GCSE years. They will be guided in an explorative workshop for each stimuli and then will create a piece of unique and original Drama based on ideas gained in the workshops.</p>	<p>An introduction to the devising process – how to utilise research effectively (building on the use of true stories in the Noughts and Crosses scheme), using mind maps to brainstorm ideas and using practical rehearsal techniques to explore creative ideas (these will be a mixture of previously taught</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on terminology learnt and application of techniques.</p> <p><b>End of Unit Assessment</b> – The length of the piece will be determined by the size of the group, but part of the success criteria will link to sticking to</p>	<p><b>Literacy</b> – decoding a text, making informed judgements based on information given. Reading and editing research.</p>	<p><b>ACPs</b> Strategy planning, imagination, accuracy, precision, intellectual confidence</p> <p><b>VAAs</b> Collaborative working, creative and enterprising, perseverance, Confidence</p>	

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		<p>and new techniques). The importance of collaborating on an aim/purpose and working towards this when creating scenes. Introduction of the importance of using a time-limit. Linking to prior knowledge of drama techniques and using them within the piece.</p>	<p>given time limits. This helps prepare any potential GCSE Drama students with working to prescribed time limits  Students will produce a rehearsed devised performance piece with a clear aim/purpose.</p>			
<p><b>Term 5</b> <b>The Identification</b> <b>9 lessons</b></p>	<p>Students explore the narrative poem and create a set of 'given circumstances' based on limited information.</p>	<p>Students explore the narrative poem 'The Identification' by Roger McGough and the consequences of making adult decisions as a young teenager. Using skills taught in year 9 (cross-cutting and rule of 5), students question how and why the central protagonist</p>	<p><b>Low stakes assessment</b> at the end of each lesson sharing the devised/scripted scenes they have been focusing on that lesson.  End of Unit Assessment – Students create a piece about Stephen's life and decisions that lead</p>	<p><b>Oracy</b> focused on in all lessons - need for clarity when presenting work. <b>Literacy</b> – decoding a text, making informed judgements based on information given. <b>PHSE</b> – impact on the community and individual, life changing events, personal sacrifice</p>	<p><b>ACPs</b> Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality <b>VAAAs</b> Collaborative, confident, Risk taking, resilient</p>	<p>Roger McGough 'Gig'</p>

		<p>might have got themselves into a situation. This is not only based on a potentially real situation but asks students to question their own choices and the potential consequences. Skills taught across all three years of KS 3 are needed (characterisation, physical theatre, structure, set design etc...)</p>	<p>him to a single moment. This uses the rule of 5, News reports, Split stage and physical theatre.</p>	<p>and triumph, the impact that certain decisions can have.</p>		
<p>Term 6 The Project 7 lessons</p>	<p><i>Using a stimulus chosen by the PA team, students respond in a self-led project to the themes contained within.</i></p>	<p>As the final project of Key Stage 3, students use the research skills developed through 'The Internet' scheme (year 7 term 3/4) 'Charlotte Dymond' (year 8 Terms 3/4) and all schemes in year 9 to create a response to a stimulus of our</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on stimulus development and application of drama techniques.</p> <p><b>End of Unit Assessment</b> – students produce a submission of their choice (Drama, film,</p>	<p>Literacy – use of persuasive language, extracts from novel, exploration of the structure of the novel (cross-cutting) Themes of perseverance and courage (PSHE) Historical era – comparison</p>	<p><b>ACPs</b> Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality</p>	<p>Independent research into chosen people who have overcome adversity in their life.</p>

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		choice. Students are led through potential ways to develop the stimulus and response and then produce either an individual or group response.	poetry, dance etc) in response to the research carried out on their chosen person	between past and present	<b>VAAAs</b> Collaborative working, Enquiring, Open minded, Risk taking, perseverance	
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