



Curriculum Plan *Drama*



Year 9	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Devising, Theatre Text and Theatre Live DEVISING THEATRE TEXT THEATRE LIVE				Enrichment: What is offered through the year to support learning in the classroom? Theatre Trips		Review and evaluation: Give date for review of the curriculum T6 2024
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Devising & Improvisation	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Escalation/Development - Characterisation - Vocal Projection - Devising - Improvising - Using a Stimulus - Physical Theatre	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Pupils don't understand that improvisation shouldn't be planned. - Pupils don't understand how dangerous negatives can be and therefore can end up blocking ideas of other pupils. - Often pupils do not understand what a stimulus is.	- Escalation/Development - Characterisation - Vocal Projection - Devising - Improvising - Stimulus	Prior learning: The knowledge gained about the devising process will now be developed further with stimuli now being introduced to provide inspiration. Future learning: For those studying GCSE drama, the devising process will be revisited in Yr10 as students complete Component One of the course.
Term 2	Script Work – Missing Dan Nolan (or Blood Brothers)	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Escalation/Development - Characterisation - Vocal Projection - Devising - Improvising - Narration - Verbatim Theatre	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Script work is just about reading. - Lacking awareness of audience in terms of audience and blocking. - Reading together as class isn't important. Understanding how a script is laid out eg. Stage directions.	- Escalation/Development - Characterisation - Vocal Projection - Devising - Improvising - Narration - Verbatim Theatre	Prior learning: The knowledge gained about the devising process will now be developed further with stimuli now being introduced to provide inspiration. Future learning: For those studying GCSE drama, the devising process will be revisited in Yr10 as students complete Component One of the course.



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					- Acting isn't just acting your lines – it also involves business. 'Acting is only when I'm saying my lines'.		
Term 3	Script Work – Blood Brothers (Or Let Him Have It)	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Context - Realism - Exploring Social Class/Working Class/Middle Class/Superstition - Paraphrasing scenes - Characterisation	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Script work is just about reading. - Lacking awareness of audience in terms of audience and blocking. - Reading together as class isn't important. Understanding how a script is laid out eg. Stage directions. - Acting isn't just acting your lines – it also involves business. 'Acting is only when I'm saying my lines'. - Pupils don't understand that Blood Brothers is a musical.	- Context - Realism - Social Class/Working Class/Middle Class - Nature Vs Nurture - Superstition - Catholic (Rosery)	Prior learning: Previous experience performing from a script in both year 7 and 8. Future learning: For those studying GCSE drama, the skill of performing from a script will be revisited during Yr11 when students complete Component 2 of the course.
Term 4	Devised Performance Work – Let Him Have It (Or Teechers)	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Understanding Social Context, Public Opinion, Capital VS Corporal Punishment and Miscarriage of Justice. - Forum Theatre.	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	Pupils not understanding the sensitivity of topics and that credible roles are not important in group work – ie. How to portray a character with learning difficulties.	- Capital VS Corporal Punishment - Social Context - Public Opinion - Forum Theatre - Miscarriage of Justice	Prior learning: The knowledge gained about the devising process will now be developed further with stimuli now being introduced to provide inspiration. Future learning: For those studying GCSE drama, the devising process will be revisited at the start of Yr10 as students complete Component One of the course.



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Term 5	Script Work – Teechers (or Missing Dan Nolan)	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Multi-rolling - Play within a play - Breaking the fourth wall - Context - Characterisation	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	Pupils not understanding the concept of a play within a play, multi-rolling and breaking the fourth wall in character.	- Multi-rolling - Play within a play - Breaking the fourth wall - Context - Characterisation	Prior learning: Previous experience performing from a script in both year 7 and 8. Future learning: For those studying GCSE drama, the skill of performing from a script will be revisited during Yr11 when students complete Component 2 of the course.
Term 6	Theatre Live – Billy Elliot	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Commenting on Realism - Understanding the genre of Musical Theatre - Exploring Social Class/Working Class/Middle Class - Audience Reaction - Understanding the difference between Analysis and Evaluation. - Appreciating Production Values (Eg. Set/Costume/Lighting Design)	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Pupils sometimes hold prejudiced ideas about boys pursuing dance. - Pupils don't always understand the difference between analysis and evaluation. - Pupils don't often realise that their opinion, as a member of the audience, is valid.	- Context - Realism - Social Class/Working Class/Middle Class - Audience Reaction - Analysis - Evaluation - Production Values - Set/Costume/Lighting Design	Prior learning: awareness of the term 'theatre live' from Yr7 and Yr8. Students will have previously studied costume and set, analysing and evaluating concepts used in a professional context. Future learning: For those studying GCSE drama, knowledge of theatre live elements and the work of theatre makers will become key when preparing for Component 3 in both Yr10 and Yr11.