

Drama Unit Overview Year 9

During lockdown theory work was set for Year 8 that reflected areas we would have covered in school, primarily developing their creativity, empathy and independent skills. Work was also linked to elements of theatre that are covered at GCSE level, where more theoretical study is introduced, this includes design, covering; set, costume, sound and lighting. Students also carried out evaluations of theatre, again, this is an area ordinarily covered in class. Therefore, on our return to school students will start, as normal with the planned first scheme for Year 9. Learning will initially take a theoretical approach with the addition of some individual interactive tasks, performance skills missed will be developed from October half term onwards where further opportunities to develop our 5 key skills will be built into the lesson content.

Within every scheme of work in Drama we aim to develop our 5 key skills- confidence, independence, communication, empathy and creativity. As well as the development of these transferable skills, students will also learn dramatic skills-

1. The Drama Techniques of; freeze frame, thought-tracking, slow motion mime, physical theatre, soundscape, asides, split scene, forum theatre and hot-seating
2. The creation of tension
3. The impact of technical elements of theatre
4. Script and devised work- plots, Interpretation of a character (characterisation)- Use of voice, body language, movement, language, interaction.
5. Style/genre

The foundation for all schemes comes under one of the following categories; Script work, story-telling, historical/real life and style.

Drama - Year 9 Autumn A- Blood Brothers Story telling/Script Work				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
Objective of scheme: To develop script work skills inclusive of how Drama techniques and characterisation can help communicate the themes of the play to an audience. Development of the use of atmosphere. Students are introduced to the idea of juxtaposition as well as the status of character and the idea of social class.	Knowledge: Playwright, plot, characters and themes. Further knowledge of the technique marking the moment. Juxtaposition. How to confidently demonstrate character relationships using character interactions (linked to GCSE criteria). Costume. Understanding: Completion of theory work will demonstrate their understanding, this is explicitly linked to the GCSE spec and criteria. Devising and performance tasks will demonstrate their understanding of	An excellent grasp on the idea of social class and status will be shown through character development and interactions (empathy). Clear contrasts will be evident in the use of juxtaposition along with the creative employment of previously learn techniques. Self and	This scheme provides a 'step up' from the character work developed in years 7 and 8. Hot-seating is used again but with the addition of looking at status and social class. The use of previously learnt performance techniques are used throughout the scheme, but with the addition of the idea of juxtaposing scenes. Theory work also takes a step up to	BBC bitesize Drama Club The play script YouTube videos of particular sections

<p>Cross curricular: English- script work History- Britain in the 1960's- 80's</p>	<p>the plot, characters, creativity of themes and techniques. Skills: To be able to demonstrate social class, status and character relationships through performance and theory work.</p>	<p>peer evaluations will be extensive and reference themes. Theory work will demonstrate an excellent understanding.</p>	<p>mirror more GCSE style questions.</p>	
--	--	--	--	--

**Drama - Year 9 Autumn B - Mask/Let Him Have It
Style/Historical/Real Life**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of schemes (3 lessons on each):</p> <ol style="list-style-type: none"> To explore the style of mask work To explore a true story that focuses on injustice, morals, equality, diversity and life in 1950's Britain. Exploration is done through characterisation and the development of Drama techniques as well as the development of the creation of atmosphere. <p>Cross curricular: History- 1950's Britain PDT- morality, justice/injustice, equality and diversity.</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> The world of mask. The true story of Derek Bentley, facts, people and themes. Subtext. Abstract theatre. <p>Understanding:</p> <ol style="list-style-type: none"> Archetype characters and mask skills will be demonstrated through a variety of practical tasks and theory work. Practical tasks, discussion and debate will provide opportunity to demonstrate understanding of knowledge. <p>Skills:</p> <ol style="list-style-type: none"> To be able to perform archetypal characters in mask with confidence and clear communication to an audience. To be able to identify subtext and to be able to demonstrate and communicate empathy, atmosphere and style to an audience. 	<ol style="list-style-type: none"> Mask work is approached with an open mind and resilience. Use of the mask follows the rules of mask and performances are confident with clear communication of character, status and storyline. The scheme is approached with maturity and an inquiring mind to the themes explored. Subtext is evident in performance and the abstract style is evident, incorporating the use of mask. <p>Self and peer evaluations of both reference style and communication. Theory work demonstrates an excellent understanding.</p>	<p>Students will employ the use of previously learnt performance techniques and skills across these schemes but will be challenged to add them into different styles, extending their thinking and ability.</p>	<p>BBC bitesize Drama Club National Theatre YouTube videos Trestle YouTube videos "Let Him Have It" film Worksheets: https://www.skillsworkshop.org/sites/skillsworkshop.org/files/resources/L2%20Derek%20Bentley.pdf</p>

Drama – Year 9 Spring A – A Heart’s Desire Story Telling/Style

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of scheme: To further develop skills needed to create atmosphere within Drama. The scheme also further encourages empathy, development of characterisation and Drama techniques. Cross curricular: PER- religion</p>	<p>Knowledge: Playwright Christopher Marlowe. Stylised theatre style. Practitioner Stanislavski. How to further develop a character. Lighting. Understanding: Completion of theory work will demonstrate their understanding, this is explicitly linked to the GCSE spec and criteria. Understanding will be demonstrated through a variety of devised and improvised practical activities as well as written evaluations and theory. Skills: To be able to independently create a character that has depth. To be able to use stimulus creatively to demonstrate stylised theatre. To be able to confidently use the correct terminology for lighting. To be able to use technical and practical skills to communicate desired atmosphere to an audience.</p>	<p>Independently uses knowledge on Stanislavski’s techniques to create an engaging character that has depth. Performs with complete focus and control throughout the whole class in role activity as well as their stylised performances. This shows creativity and flare and an understanding of the given themes of Marlowe’s work. Lighting terminology is sound. Self and peer evaluations reference style, themes and technical elements. Theory work demonstrates an excellent understanding.</p>	<p>Students employ the use of previously learnt techniques, one being hot-seating, yet this is extended and students learnt the origins of this technique along with others. They develop their independent character skills as well as their use of atmosphere, silence vs noise/slow vs fast and technical use and terminology.</p>	<p>BBC bitesize Drama Club Dr Faustus The Globe YouTube videos Spark Notes</p>

Drama – Year 9 Spring B – The Holocaust Historical/Style

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of scheme: To use Drama to develop empathy and an understanding of life for those affected by the Holocaust. To develop the style of symbolic theatre to sensitively represent the horrors of the Holocaust. To develop an understanding of diversity and equality. Cross curricular: History. PDT- empathy, equality, diversity, morality.</p>	<p>Knowledge: Facts and exploration about the Holocaust and those affected. Elements of symbolic theatre. Dynamics of movement, theatre history (chorus). Understanding: Completion of theory work will demonstrate their understanding, this is explicitly linked to the GCSE spec and criteria. Devising, practical, discussion, debate and theory will be used to demonstrate understanding, particularly of empathy towards those affected. Skills: To be able to use a variety of elements of symbolic theatre to communicate with an audience.</p>	<p>Absolute sensitivity and maturity in the approach to this topic. A resilience in mastering the idea of symbolic theatre in a variety of forms. The employment of deeper thinking to support the demonstration of empathy throughout this scheme. Self and peer evaluations reference communication and symbolism. An excellent understanding is demonstrated through factually accurate and creative theory work that is linked to the GCSE criteria and spec.</p>	<p>This scheme encourages students to think harder on the skill of empathy in this challenging context. Students must develop their skills of using style to communicate with an audience, but this time the style is more complex. Movement skills are developed to incorporate dynamics. Theory questions again reference costume and other questions relating to the GCSE spec.</p>	<p>BBC bitesize history section Drama Club Websites: https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-children-of-the-holocaust/zddgnrd</p>

Drama – Year 9 Summer A – Devising/Educating an Audience Story Telling/Historical/Real Life

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of scheme:</p> <ol style="list-style-type: none"> To introduce students to work carried out at GCSE level. To demonstrate to students the purpose of Drama in schools and all of the employability skills they gain from it. To develop student's independent learning skills. <p>Cross curricular- All subjects- development of independent learning</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> How to devise effectively from a variety of stimuli. Knowledge of the GCSE Drama course. This will vary depending on their individual choice of topic. <p>Understanding:</p> <ol style="list-style-type: none"> This will be demonstrated through the group devising process, individual contributions and performances. This will be demonstrated through the creation and demonstration of either a performance, presentation or demonstration. 	<ol style="list-style-type: none"> To have approached the stimuli tasks with an open mind, thinking deeply and devising creative ideas that are inclusive of previous learning on techniques, skills, atmosphere, style and technical elements. Self and peer evaluations reference these points. To have fully committed to the independent nature of this task. To have completed good quality research and rehearsed for a well organised performance/presentation/demonstration. The audience will have learnt something new. 	<p>Students have to employ a variety of previously learnt skills and techniques but they are in a context of their own choosing. The idea is to again, make it explicitly clear to students that the skills they are learning in Drama are transferable and desirable.</p>	<ul style="list-style-type: none"> BBC bitesize Drama Club

Drama – Year 9 Summer B – Hillsborough/Script Work Historical/Real Life/Script Work				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of schemes (3 lessons on each):</p> <ol style="list-style-type: none"> To explore the effects of a historical, tragic event through the use of Drama techniques and empathy. To further develop script work skills by learning lines, culminating in a final performance. This prepares GCSE students for the demands of Component two of the course. <p>Cross curricular: History- 1980's-1990's Britain, tragic event. PDT- Justice/blame/media English- script work.</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Facts about the Hillsborough disaster. Consolidating knowledge of previously learnt techniques and skills. Plot and characters from chosen play. Consolidating knowledge of script work and how to build a developed character. Lines. <p>Understanding:</p> <ol style="list-style-type: none"> Demonstration of knowledge of the event and independently chosen skills and techniques through creation and performance. Demonstration of knowledge of the play and characters as well as independently chosen skills and techniques will be seen in a final performance. <p>Skills:</p> <ol style="list-style-type: none"> To be able to demonstrate empathy in the context of a real-life event and to select and perform appropriate techniques and skills. To be able to develop and perform an interesting character, employing the use of independently selected techniques and skills. To be able to perform off text. 	<ol style="list-style-type: none"> To approach the topic with sensitivity and maturity, thinking deeply about the cause and offering questions and answers. To be able to devise and perform using factual information and a creative use of techniques that communicate the desired effect to an audience, inclusive of atmosphere and technical elements. To show complete commitment to the development of the role, employing the learnt Stanislavskian methods and learning all lines accurately. To have incorporated a choice of techniques and skills to show the emotion of character and to communicate the story with the audience. Students will have thought carefully about the impact their sound and lighting has on the audience and how these can be used to enhance the performance. Self and peer evaluations reference these points. Theory work demonstrates an excellent understanding. 	<p>Within both of these short schemes is the opportunity to consolidate all prior learning of skills and techniques. It also pushes students to learn a section of script as a final KS3 performance, supporting those moving on to the GCSE course as this has links with Component Two.</p>	<p>BBC bitesize Drama Club Websites Sources – newspapers and first hand/second-hand accounts</p>