

Subject Vision

Drama has an important role to play in the personal, social and emotional development of students. The personal skills and qualities developed by students in drama lessons – teamwork, creativity, respect for other opinions, empathy, leadership and risk-taking – are all invaluable skills which permeate home life, social life and life at work.

Drama stimulates the imagination, encourages creative thinking, and allows students to explore issues and life experiences in a safe and supportive environment. To this end, it is vital to create an atmosphere of security, trust and concentration in all drama lessons. Starter warm up games and exercises help to set the tone for each lesson, will focus students and will ensure that they feel safe whilst exploring.

Drama also promotes self-esteem and provides all students with a sense of achievement, regardless of academic ability. These feelings will influence all other aspects of learning, school, home and social life. Drama is an invaluable subject for teaching social skills and communication skills, for raising self-awareness, developing empathy for and understanding of other people, places and cultures. It allows young people to be both introspective and outward-looking – and it's also about having fun!

End Points (by the end of Yr 11)

- Students can apply knowledge and understanding of Drama when making, performing and responding to drama
- Students can explore performance texts and understand their social, cultural and historical context
- Students develop competence in a range of practical, creative and performance skills
- Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas
- Students are creative, effective, independent and reflective young people who make informed choices in process and performance
- Students can contribute as an individual to a theatrical performance
- Students can reflect on and evaluate their own work and that of others

• Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

Subject Domains of Knowledge

- D1. Characteristics of performance text(s) and dramatic work(s)
- D2. Social, cultural and historical contexts
- D3. How meaning is interpreted and communicated
- D4. Drama and theatre terminology and how to use it appropriately
- D5. The roles and responsibilities of theatre makers in contemporary professional practice
- D6. Understanding of style
- D7. Understanding of genre

Subject Key Concepts

- C1. Performance
- C2. Process
- C3. Evaluating/Analysing
- C4. Devising
- C5. Movement
- C6. Facial Expression
- C7. Voice
- C8. Audience
- C9. Gesture
- C10. Use of space and proxemics
- C11. Collaboration
- C.12 Status

Year 9: Drama

Units	Unit 1 Getting to Know You/Chair Duets	Unit 2 (Terms 2 &3) DNA – Dennis Kelly
Overview	Students will begin to build a strong class dynamic based on respect. They will be introduced to the work of Frantic Assembly and create a 'Chair Duet' sequence with a partner.	Students will explore the play DNA by Dennis Kelly as a taster for GCSE Drama. They will explore themes of status and relationships within the play and build a detailed character for performance.
Lesson Sequence		
Key Domains and Concepts taught in this Unit / Term	D3. How meaning is interpreted and communicated D4. Drama and theatre terminology and how to use it appropriately D6. Understanding of style C1. Performance C2. Process C3. Evaluating/Analysing C4. Devising C5. Movement C8. Audience C9. Gesture C10. Use of space and proxemics C11. Collaboration	D1. Characteristics of performance text(s) and dramatic work(s) D2. Social, cultural and historical contexts D3. How meaning is interpreted and communicated D4. Drama and theatre terminology and how to use it appropriately D6. Understanding of style C1. Performance C2. Process C3. Evaluating/Analysing C4. Devising C5. Movement C6. Facial Expression C7. Voice C8. Audience C9. Gesture C10. Use of space and proxemics C11. Collaboration

		C.12 Status
KS4 End Points	<ul style="list-style-type: none"> • Students can apply knowledge and understanding of Drama when making, performing and responding to drama • Students can explore performance texts and understand their social, cultural and historical context • Students develop competence in a range of practical, creative and performance skills • Students are creative, effective, independent and reflective young people who make informed choices in process and performance • Students can contribute as an individual to a theatrical performance • Students can reflect on and evaluate their own work and that of others • Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice 	<ul style="list-style-type: none"> • Students can apply knowledge and understanding of Drama when making, performing and responding to drama • Students can explore performance texts and understand their social, cultural and historical context • Students develop competence in a range of practical, creative and performance skills • Students are creative, effective, independent and reflective young people who make informed choices in process and performance • Students can contribute as an individual to a theatrical performance • Students can reflect on and evaluate their own work and that of others • Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
Declarative Knowledge (Students should know)	Students should understand and be able to discuss the work of Frantic Assembly theatre company and Physical Theatre as a theatrical style.	Students will know and understand the characters and themes of the play. They should understand the character they are playing in depth and have a clear understanding of this character's motivation and status in their chosen scene.
Procedural Knowledge (Students should be able to do)	Students will create practical work in the style of Frantic Assembly and analyse physical theatre, sharing their interpretations.	Communicate meaning to an audience by performing their researched character. They should also be able to take a leading role within a group as a director, making decisions to highlight key themes and relationships.

Developing T3 Literacy and Numeracy	<u>Keywords</u> Contact, movement, pace, routine, physical theatre, interpret.	<u>Keywords</u> Proscenium, in the round, configuration. Visible, balance, levels, proxemics variety. Projection, diction, pace and pause, pitch, tone. Clear, appropriate, eye contact, detail reactions.
Assessment (Summative and Formative)	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.
Links to Prior Learning	Mime and movement, stage fighting, melodrama.	Working with playtexts in year 7 and 8
Next steps in learning	Year 10 devised work	GCSE Scripted Pieces.
Common Barriers to learning in this unit	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs

Units	Unit 3 Devising Unit (Terms 4 & 5)	Unit 4 Live Theatre Evaluation
Overview	Students will learn how to devise drama from a range of stimuli. They will be introduced to a variety of different styles and techniques in order to incorporate them into their performance pieces and prepare them for GCSE Drama.	This scheme of work offers students the opportunity to demonstrate their analytical and evaluative skills whilst exploring 2 pieces of theatre. They will be able to discuss a variety of aspects of the production giving a personal analysis and evaluation of the theatrical elements and how successfully meaning was communicated to an audience.
Lesson Sequence		
Key Domains and Concepts taught in this Unit / Term	D2. Social, cultural and historical contexts D3. How meaning is interpreted and communicated D4. Drama and theatre terminology and how to use it appropriately D6. Understanding of style C1. Performance C2. Process C3. Evaluating/Analysing C4. Devising C5. Movement C6. Facial Expression C7. Voice C8. Audience C9. Gesture C10. Use of space and proxemics C11. Collaboration C.12 Status	D1. Characteristics of performance text(s) and dramatic work(s) D2. Social, cultural and historical contexts D3. How meaning is interpreted and communicated D4. Drama and theatre terminology and how to use it appropriately D6. Understanding of style D7. Understanding of genre C1. Performance C2. Process C3. Evaluating/Analysing C4. Devising C5. Movement C6. Facial Expression C7. Voice C8. Audience C9. Gesture C10. Use of space and proxemics

		C11.Collaboration C.12 Status
KS4 End Points	<ul style="list-style-type: none"> • Students can apply knowledge and understanding of Drama when making, performing and responding to drama • Students develop competence in a range of practical, creative and performance skills • Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas • Students are creative, effective, independent and reflective young people who make informed choices in process and performance 	<ul style="list-style-type: none"> • Students can apply knowledge and understanding of Drama when making, performing and responding to drama • Students can reflect on and evaluate their own work and that of others • Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
Declarative Knowledge (Students should know)	Students will learn about key techniques, practitioners and styles of theatre that they can apply to their devised work next term.	Students will develop knowledge of genre, structure, character, form, style, subtext and the practical demands of a text.
Procedural Knowledge (Students should be able to do)	Devise a piece of theatre incorporating their knowledge of a range of styles and practitioners.	Write their own analysis and evaluation of a live theatre production using key terminology.
Developing T3 Literacy and Numeracy	<p>Keywords</p> <p>Students should be able to use the keywords from prior units with fluency</p>	<p>Developing evaluation and analytical skills. Key terminology. Reading of play texts.</p> <p>Keywords</p> <p>Evaluation</p>

		Script Analytical Subtext
Assessment (Summative and Formative)	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.
Links to Prior Learning	Mime and movement, chair duets, physical theatre in year 8.	Analysis and evaluation of all performance work across key stage 3.
Next steps in learning	GCSE Devised coursework	Section C of the GCSE written paper.
Common Barriers to learning in this unit	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs