



Year 9 on 4/5 week intensive block of study – 3 double lessons a week.

Move on to Year 10

YEAR 9

Gone Too Far! (Play-script)

- Final practical assessment (Performer or director role) – a devised piece based on the themes/ideas in the play (5-10 min performance).
- Application of skills and techniques learnt in lesson realised in performance.
- Respond: verbal evaluation based on set criteria.

YEAR 9



Gone Too Far! (Play-script)

- Characterisation work within the context of scripted performance
- Applying dramatic techniques with confidence, clarity and purpose
- Engaging in a character study (Yemi or Ikudayisi) to develop understanding of character attitudes and perspectives.

Skills taught across DRAMA

Creating (AO1): working independently, in pairs, and as an ensemble to plan, prepare, rehearse and refine pieces for performance.
Performing (AO2): applying skills and techniques within the context of live performance, communicated to an audience.
Responding (AO4): articulating ideas, views and opinions using standard English and subject specific vocabulary.
Listening (AO1, AO2, AO4): applying listening intentionally to maximise understanding, organise ideas and, ultimately, showing respect.
Analysis (AO1, AO3, AO4): applying critical thinking to form, interpret, judge and make sense of dramatic work.
Communication (AO1-4): verbal, non-verbal and written communication – both in and out of role – throughout the dramatic process.
Evaluation (AO4): Self and peer feedback; verbal evaluation of performances via WWW/EBI.

YEAR 9

Gone Too Far! (Play-script)

- Overview of plot synopsis for contextual purposes
- Reading of teacher selected scenes with verbal comprehension for practical exploration (Class/group/pairs)
- Knowledge of subject terminology and dramatic techniques

How can I extend my drama and performance skills?

- Knowledge and skills audit – what do you know? What can you remember? What do you want to know?
- Constructing a scene based on a stimulus/identity and belonging
- Exploring a range of visual stimuli (images) associated with the theme for class/group discussion
- Applying characterisation skills in role

YEAR 9

Curriculum Overview

Welcome Curriculum Overview



Year 8 on 5/6 week intensive block of study – 3 double lessons a week.

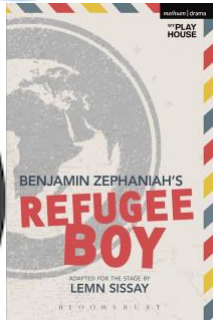
Move on to Year 9

YEAR 8

- Refugee Boy (Play)**
- Practical assessment – performing in role as a character from the play (Scripted)
 - Application of skills and techniques realised in performance.
 - Respond: evaluation of performance skills.

YEAR 8

- Refugee Boy (Play)**
- Characterisation work continued
 - Applying dramatic and rehearsal techniques to aid character development
 - Working collaboratively in adopting the dual role of performer and co-directors



Skills taught across DRAMA

Creating (AO1): working independently, in pairs, and as an ensemble to plan, prepare, rehearse and refine pieces for performance.

Performing (AO2): applying skills and techniques within the context of live performance, communicated to an audience.

Responding (AO4): articulating ideas, views and opinions using standard English and subject specific vocabulary.

Listening (AO1, AO2, AO4): applying listening intentionally to maximise understanding, organise ideas and, ultimately, showing respect.

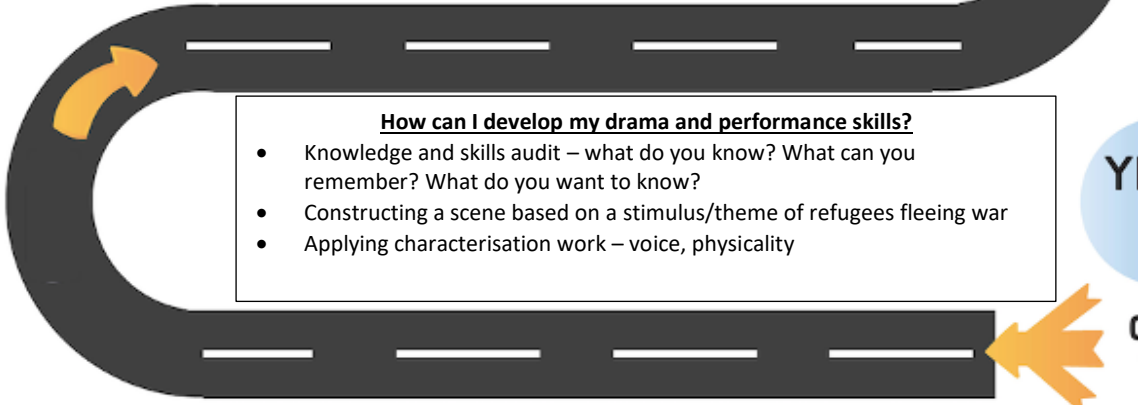
Analysis (AO1, AO3, AO4): applying critical thinking to form, interpret, judge and make sense of dramatic work.

Communication (AO1-4): verbal, non-verbal and written communication – both in and out of role – throughout the dramatic process.

Evaluation (AO4): Self and peer feedback; verbal evaluation of performances via WWW/EBI.

YEAR 8

- Refugee Boy (Play)**
- Overview of plot synopsis for contextual purposes
 - Scripted performances based on selected scenes within the play
 - Knowledge of additional dramatic terminology and techniques not explored in Y7 e.g. narration, intonation, realism



- How can I develop my drama and performance skills?**
- Knowledge and skills audit – what do you know? What can you remember? What do you want to know?
 - Constructing a scene based on a stimulus/theme of refugees fleeing war
 - Applying characterisation work – voice, physicality

YEAR 8

Curriculum Overview

Welcome Curriculum Overview

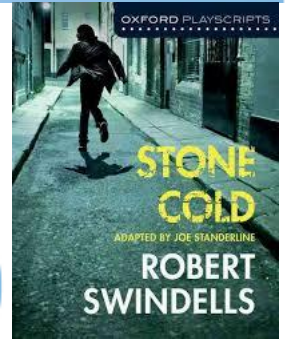


Learning Journey Map Year 7

Y7 DRAMA (Homelessness)

Year 7 on 5/6 week intensive block of study – 3 double lessons a week.

Move on to Year 8



YEAR
7

Stone Cold (Play-script)

- Final practical assessment based on a teacher selected scene from the play-script.
- Application of skills and techniques realised in performance: from page to stage.
- Respond: evaluation of performance skills.

YEAR
7

Stone Cold (play-script)

- Characterisation work continued
- Using dramatic techniques to create engaging drama e.g. direct address, split stage, stage proxemics.
- Awareness of the role of the director through practical application.

Skills taught across DRAMA

Creating (AO1): working independently, in pairs, and as an ensemble to plan, prepare, rehearse and refine pieces for performance.

Performing (AO2): applying skills and techniques within the context of live performance, communicated to an audience.

Responding (AO4): articulating ideas, views and opinions using standard English and subject specific vocabulary.

Listening (AO1, AO2, AO4): applying listening intentionally to maximise understanding, organise ideas and, ultimately, showing respect.

Analysis (AO1, AO3, AO4): applying critical thinking to form, interpret, judge and make sense of dramatic work.

Communication (AO1-4): verbal, non-verbal and written communication – both in and out of role – throughout the dramatic process.

Evaluation (AO4): Self and peer feedback; verbal evaluation of performances via WWW/EBI.

YEAR
7

Stone Cold (play-script)

- Reading of selected scenes (Class/Groups/Pairs)
- Verbal comprehension based on character, plot, themes and ideas.
- Understanding the function and purpose of stage directions – the five senses.

YEAR
7

An introduction to Drama

- Knowledge and skills audit – what do you already know? What do you want to know?
- Creating tableaux based on a stimulus/homelessness
- Characterisation work – dialogue, gesture, movement

Curriculum
Overview

Welcome
Curriculum Overview