

Subject: Drama

Year: 9

Term 1 programme of Study:

Skills development – Students will have experience of drama from year 7 and 8. This topic is designed to deepen their drama skills and prepare students for GCSE drama. Students will develop the competence **collaboration** and **self-confidence** by working in pairs/small groups and performing their work in front of an audience. Higher-level drama techniques such as cross-cutting, hot-seating and marking the moment will be developed during this unit.

Rosa Parks - This topic allows students to explore what life was like in the Southern States of America during the 1950's and study the story of Rosa Parks. Students will be encouraged to carry out **independent learning** about the history of Rosa Parks and develop a **cultural awareness** of the time period, using this information to develop their characterisation and performance skills.

Term 2 programme of Study: Script work - Students will be introduced to a variety of different scripts and styles of theatre. They will develop **initiative and self-direction** as they learn how a script is presented and the purpose of stage directions. Students will be **creative** when performing sections of script, aiming to develop their characterisation and performance skills through monologues, duologues and group performances. Students will write their own creative pieces of script within pairs or a group, demonstrating the key skills they have learnt. Students will be given the opportunity to develop their **leadership** skills within the following areas: staging, acting, directing and technical support.

Commedia Dell' Arte – Students will study Commedia and explore the various characters and their performance traits. They will research and understand the historical background and time period of this style of theatre and develop **self-confidence**. Pupils will participate in various character development activities in order to develop their knowledge and confidence in performing these types of characters on stage and in front of their peers. Students will be introduced to various facts/visual images and video-recordings using the Nearpod, enabling them to develop **digital competence** and enhance their character.

Term 3 programme of Study:

Actions and consequences – This topic explores current issues and how our actions can have consequences. Students will be encouraged to develop their **problem solving** and **critical thinking skills** to voice their views and opinions and demonstrate their understanding of key issues through the use of drama. Students will be introduced to real-life situations and will be expected to carry out independent research to develop **global awareness**.

Tempest - Students will explore the William Shakespeare play 'The Tempest' and develop their **communication** skills through improvisation and script work. They will develop their knowledge of the storyline/characters and how to stage a Shakespeare play. Students will work as **independent learners** to research Shakespearean language and performance elements of that time period.

Homework:

Drama homework is set fortnightly and will be completed in students' drama homework booklets. Homework links directly to the topic/skill that students have studied during the lesson and encourages students to demonstrate their knowledge and understanding further. Homework tasks in year 9 include; writing a diary entry in role as Rosa Parks, independently writing a script and researching and presenting information about William Shakespeare. Each task is designed to stretch and challenge pupils to prepare them for GCSE drama. Homework is marked and constructive feedback is given by the class teacher using the marking criteria WWW (what worked well) and EBI (even better if). Students are expected to complete all homework on time to the best of their ability.

Assessment:

Students are assessed in drama in three areas, creating, performing and evaluating. Throughout the year students will individually be assessed to determine if they are working towards expectations, meeting expectations or exceeding expectations. Assessment tasks in Year 9 include writing a script with relevant stage directions, staging a scene from the 'Tempest' using traditional Shakespearean language and creating a performance that highlights the consequences of a real life situation. Students will set themselves an individual improvement target based on the three assessment areas and they will receive self, peer and teacher feedback to develop further. Student's drama booklets will be used to track and monitor assessment progress, as well as recording the competences covered in drama.

How parents can support learning:

Parents can support learning and progress in drama by;

- Making sure that students bring their drama homework booklet to each lesson.
- Students complete homework on time, to the best of their ability.
- Encouraging students to research each topic in more detail to promote independent learning outside the classroom.
- Support and encourage students to join extra curricular drama CAS activities to develop further.

Learning resources:

Drama booklet

www.bbcbitesize.co.uk

www.biography.com/people/rosa-parks

www.sparknotes.com/shakespeare/tempest

