

# YEAR 9 Drama CURRICULUM PROGRESSION OVERVIEW

In Drama at Laurence Jackson School, our goal is to inspire and engage students to develop a love of drama and increase their confidence, collaboration and communication skills to understand and meet the challenges of a diverse and changing society and the world of work. In Drama, we create a safe space where we encourage pupils to make the most of the opportunities we have to offer – sometimes this means being experimental, challenging views and taking risks – this enables pupils to become self-assured, collaborative, inquisitive, articulate, resilient, confident and responsible members of the wider world.

**'Building confidence, developing collaboration, enhancing communication.'**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	Antonin Artaud – Theatre of Cruelty	Bertolt Brecht – Epic Theatre	Verbatim Theatre + Studying a play		Comedy + Live performance	Devising – discrimination
<b>Core Knowledge/ Threshold Concept</b>	<p>PRACTITONER + GENRE</p> <p>Develop skills and techniques for performance.</p> <p>Explore Antonin Artaud's life and work.</p> <p>Recall key stylistic elements of previously studied practitioners.</p> <p>Apply skills and techniques in rehearsal and performance.</p>	<p>PRACTITONER + GENRE</p> <p>Understand Brecht's intention.</p> <p>Explore Epic Theatre as a genre.</p> <p>Explore people of interest from history as a stimulus to create Epic Theatre.</p> <p>Apply skills and techniques in rehearsal and performance to re-tell the message of the POI using Epic Theatre.</p> <p>Evaluation: Identify own strengths and areas for improvement using drama words with examples.</p>	<p>GENRE + SCRIPT</p> <p>Recall previously studied practitioners and, where relevant, apply to the play.</p> <p>Explore the genre of Verbatim Theatre and understand the process of creating a play like this.</p> <p>Apply technical, stylistic and interpretive skill to the play, 'Missing Dan Nolan.'</p> <p>Develop skills and techniques for performance.</p> <p>Apply skills and techniques in rehearsal and performance.</p> <p>Evaluation: Identify own strengths and areas for improvement using drama words with examples.</p>		<p>GENRE + THEATRE MAKING</p> <p>Understand the genre of comedy.</p> <p>Explore styles and techniques within the genre. Apply performance skills to a range of texts.</p> <p>Participate in watching 'live' theatre</p> <p>Discuss impressions as an audience</p> <p>Evaluate production value, directorial and acting choices, elements of performance and elements of production</p>	<p>DEVISING</p> <p>Explore the Protected Characteristics depicted in 2010 Equality Act</p> <p>Study real-life Discrimination cases and share thoughts and opinions on them.</p> <p>Apply skills and techniques to create mini performances in response to the topic.</p>

<b>Why this learning now?</b>	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning.					
	Following study of more mainstream genres in previous years, this gives pupils the opportunity to explore a surreal and boundary pushing genre and explore the difficult life of the practitioner himself. This unit really sets pupils up for the exciting challenges that year 9 Drama study offers.	This unit of study moves away from the creator of the genre and focuses on the genre itself. Deliberately counteracting previously learned genres, studying Epic Theatre gives pupils the chance to flout the maxims of theatre and explore a different approach on how to interact with an audience.	Study of 'Missing Dan Nolan' gives a third opportunity for pupils to study a new genre this year.  The genre of Verbatim Theatre includes some techniques from previously learned content but the process to produce a play like this allows pupils to investigate real life issues and how to deal with them in the theatre.  Within the study of this style and play, previously learned skills can be revisited and new skills developed simultaneously preparing pupils for KS4.		Having just studied a very serious play from stage to page, it is time to study excerpts from a range of comedy text followed by a 'live' performance. Pupils are refining their critical eye and voice and exploring, in depth, the scope of what theatre making entails and how this differs to what was studied in previous reviews.	Using knowledge and skills gained throughout the year, pupils should have the confidence to create their own theatre and in addition, study specific staging choices that can determine the audience experience and support the production and performance teams to achieve their vision.
<b>Assessment Opportunities:</b>	Please find LJS Y9 Drama Assessment Criteria: <a href="T:\Staff Resources\Drama\Curriculum 2022-2023\Assessment Criteria\Year 9 Assessment Criteria.docx">T:\Staff Resources\Drama\Curriculum 2022-2023\Assessment Criteria\Year 9 Assessment Criteria.docx</a>					
	Assessment foci: <ul style="list-style-type: none"> <li>• Performance-Staging</li> <li>• Characterisation-Face/body</li> </ul>	Assessment foci: <ul style="list-style-type: none"> <li>• Performance-Staging</li> <li>• Characterisation-Face/body</li> </ul>	Assessment foci: <ul style="list-style-type: none"> <li>• Rehearsal-Contribution</li> <li>• Characterisation-Voice</li> </ul>	Assessment foci: <ul style="list-style-type: none"> <li>• Characterisation-Voice/Face/Body</li> <li>• Performance-Staging</li> </ul>	Assessment foci: <ul style="list-style-type: none"> <li>• Characterisation-Voice/Face/Body</li> <li>• Performance-Stage discipline</li> </ul>	Assessment foci: <ul style="list-style-type: none"> <li>• Characterisation-voice</li> <li>• Rehearsal- group work</li> </ul>
<b>Learning at Home</b>	Every topic has its own Knowledge Organiser to study followed by a Microsoft Form to tests this knowledge. Following Evaluation lesson (once per topic), pupils will be required to compete a formal self-evaluation via Microsoft Forms. All of this will be available on Classcharts.					
	'Antonin Artaud – Theatre of Cruelty' Knowledge Organiser  MS Form set mid-topic	'Epic Theatre' Knowledge Organiser  MS Form set mid-topic  MS Form Formal Evaluation of own	'Verbatim Theatre' and 'Year 9 play' Knowledge Organisers  MS Form set mid-topic  MS Form Formal Evaluation of own performance set following evaluation lesson		'Year 9 'Comedy' + Live Performance' Knowledge organiser  Microsoft Form set mid topic	'Devising + Staging' Knowledge Organiser  MS Form set mid-topic  Review of year's learning

	MS Form Formal Evaluation of own performance set following evaluation lesson	performance set following evaluation lesson		Self-evaluation	
<b>Key Vocabulary</b>	Surrealism Avant-garde Scales of emotion Inanimate Conscience Alley Physicality Soundscape	Montage Narration Fourth wall Direct address) Tableaux Spass Gestus Verfremdungseffekt	Script Proxemics Free-frame Direct address Narration Fourth wall Verbatim Theatre Transitions Hot-seating Multi-roles	<b>Drama essential vocabulary:</b> Rehearsal Performance Characterisation Evaluation Genre Practitioner Devising Script	Discrimination Equality Protected-characteristics Thought-track Flashback Hot-seating Freeze-frame Narration
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p>Within the year 9 Drama Curriculum, pupils are exposed to a range of themes and have the many opportunities to partake in SMSC discussion and exploration.</p> <p>By its very nature, Drama study enables and facilitates pupils 'use of range of social skills'. In every lesson, pupils are given the opportunity to 'use their imagination and creativity in their learning'. In the Discrimination unit, pupils are expected to 'recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. The play we study in year 9, allows pupils to 'understand of the consequences of their behaviour and actions' and 'reflect on their own experiences'. In studying the practitioners at the beginning of the year, pupils are being encouraged to 'recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.'</p>				
<b>Links to careers and the world of work</b>	<p>The Drama department works closely with the careers department to offer our pupils opportunities to study, meet and collaborate with the theatre industry to understand and appreciate the range of work available to our young people.</p> <p>Career pathways include the following: Actor, Critic, Director, Drama Editor, Drama Teacher, Event Planner, Theatre Journalist, Linguist, Magazine Contributor, Playwright, Producer, Production Crew Member, Researcher, Speech Writer, Stage Manager, Television Series Producer, Theatre Company Director, Writer.</p>				