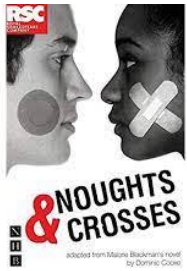


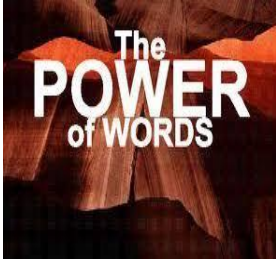




St Mary's CE High School Curriculum Map 23-24

Year 9 Drama



The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

	Autumn 1a Theatre Makers in Practice - Exploration of the play <i>Noughts & Crosses</i> based on the novel by Malorie Blackman – Acting, Directing, production elements 	Autumn 1b Theatre Makers in Practice – as with the previous half term 	Spring 2a Theatre Practitioner – Brecht – Brecht's style of theatre and how would he create theatre today 	Spring 2b Verbatim Theatre – community theatre stories 	Summer 3a Theatre Education – How theatre can be used to impart an important message to a target audience 	Summer 3b GCSE Start – Introduction to set text – exploring from an actor, director & designers point 
CONTENT <i>Declarative Knowledge – 'Know What'</i>	Noughts & Crosses <ul style="list-style-type: none"> • Playwright's intentions • Role of the actor • Role of the director • Role of the Designer (Set, 	Noughts & Crosses <ul style="list-style-type: none"> • Playwright's intentions • Role of the actor • Role of the director • Role of the Designer (Set, 	Theatre Practitioners – Brecht <ul style="list-style-type: none"> • Historical, political context • The Genre of Epic Theatre • Theories & Techniques • Techniques in Practice 	Verbatim Theatre <ul style="list-style-type: none"> • Historical, Political context • The work of the Paperbirds company– theory, style and genre 	Theatre In Education <ul style="list-style-type: none"> ▪ Theory, style and genre ▪ Structure ▪ How to convey character ▪ Historical, Social, political context 	GCSE start

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	<p>Costume, Lighting, Sound)</p> <ul style="list-style-type: none"> • Genre & Style • Historical, cultural, social & political context <p>Cross Curricular Links: PSHCE, Art & Design, Design & Technology</p>	<p>Costume, Lighting, Sound)</p> <ul style="list-style-type: none"> • Genre & Style • Historical, cultural, social & political context • GCSE examination responses <p>Cross Curricular Links: PSHCE, Art & Design, Design & Technology</p>	<p>Cross Curricular Links: History</p>	<ul style="list-style-type: none"> • Relevance in/to modern society • Theory & Technique • Purpose • Role of the actor • Links to Brecht <p>Cross Curricular Links: PSHCE</p>	<ul style="list-style-type: none"> ▪ Links to practitioners – Brecht and Boal <p>Cross Curricular Links: PSHCE</p>	
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> - How to convey meaning on stage through vocal and physical skills - How to convey meaning through a range of performance skills - How the director conveys meaning through choices for the actors - How designers convey meaning through their design choices - Effective evaluation 	<ul style="list-style-type: none"> - How to convey meaning on stage through vocal and physical skills - How to convey meaning through a range of performance skills - How the director conveys meaning through choices for the actors - How designers convey meaning through their design choices - Effective evaluation - How to answer key questions 	<ul style="list-style-type: none"> - Application of Brecht's techniques in order to convey meaning - How to use Brecht's skills in devising - Cooperation - Communication - Effective evaluation 	<ul style="list-style-type: none"> - How to convey meaning through vocal and physical skills - How to engage a target audience - Cooperation - Communication - Effective evaluation 	<ul style="list-style-type: none"> - How to engage a target audience - How to convey meaning through vocal and physical skills - How to utilise a range of performance skills in order to achieve a desired outcome - Application of practitioner techniques 	
<p>Key Questions</p>	<p>What is social, historical, political context? How can this play be produced and performed for a modern audience today? What are the origins of</p>		<p>Is Brecht still relevant today – how? If Brecht was alive today, what would he be writing about? Would his theatre productions look any different</p>		<p>Is there a place in society for theatre in education? Can TIE impact on the thoughts and actions of society? How can relevant issues be explored</p>	

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	this story? If you performed the play in a different country, what would it sound and look like then?		today? Does theatre have the power to alter society? How does the work of the Paperbirds link to the work of Bertolt Brecht? How can the verbatim style be used to empower political thought in an audience?		thoroughly? How do we keep drama current and interesting for a specific target group?	
Assessment	Assessment: October Written response to actors questions use of vocal, physical and performance skills. (Component 2 & 3 – AO2/AO3/AO4)	Assessment : December Written response to director and designers questions (Component 3 – AO2/AO3/AO4)	Assessment: February Practical performance of devised piece using Brechtian techniques (Component 1 – AO1/AO2/AO4)	Assessment: March Practical performance of a Verbatim piece – scripted or devised	Assessment May Practical Assessment on devising a TIE commission (Component 1 – AO1/AO2/AO4)	
			Year 9 Exam Week January: Nought & Crosses Component 3, Section A style written exam (Component 3 – AO2/AO3/AO4)			
Extended Learning /Extension Activities	<ul style="list-style-type: none">• Non Fiction reading & research• Playwright reading/research tasks• Set design, production elements, staging, costume• Director and actor questions• Live theatre review• Rehearsal• Line Learning• Regular reading/spelling and definition tests on key drama vocabulary• Revision activities to support exam preparation in January• National Theatre Collection of productions & practical resources linked to plays and practitioners					

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