

Drama Dept Year 9 Curriculum

Year 9 Curriculum Intent: The year 9 curriculum focuses on cementing knowledge of theatre styles and practitioners and ensuring students are equipped with the key skills needed to devise, perform, evaluate and analyse theatre with confidence. These skills are essential for success at KS4 and GCSE. Students explore themes of: identity, conflict, gang behaviour, relationships. This builds on the messages of Greek Theatre (Yr7) and Terrible Fate of Humpty (Yr 8) In particular, our study of "Girls Like That" builds on the idea of gangs and hierarchy. This was explored in year 8 Via Terrible Fate. It will be explored in greater detail in DNA at GCSE. This knowledge will form the foundations for our study of DNA at GCSE. The year engages students with more complex and challenging theatre styles which are at the forefront of contemporary theatre. We examine why the styles are so popular and how they have been used to communicate social and political messages to an audience. The students will be encouraged to work on their physicality and characterisation in both comedy and serious practical performances, emulating the requirements of the genre and style. Citizenship issues continue to be at the forefront of the units of work, with a particular spotlight on gangs and how this is examined in theatre.

	Autumn Term		Spring Term		Summer Term	
Main Topic	Murder Mystery	Girls like That	"Teechers"	Devising for performance	Duologues	Monologues
Key Concepts	Relationships – analysing behaviours and interactions helps us to understand different perspectives. Conflict – understanding how situations escalate and become unsafe helps us to navigate difficult situations.	Identity- Understanding what makes us human helps us empathise and understand others. Consequence – Understanding that actions bring consequences helps us to analyse behaviours and learn from them.	Audience – understanding target audience helps us deliver appropriate material and messages. Communication – understanding how to connect with others helps us to deliver clear narrative.	Communication – understanding how to connect with others helps us to deliver clear narrative. Audience – understanding target audience helps us deliver appropriate material and messages.	Relationships – analysing behaviours and interactions helps us to understand different perspectives. Power – Understanding that status effects relationships and dynamics helps us to connect with characters and scenarios.	Identity- Understanding what makes us human helps us empathise and understand others. Audience – understanding target audience helps us deliver appropriate material and messages.
Sub Topic	Frantic Assembly, Physical Theatre, Devising	Chorus, unison and the Greeks. Physical theatre. Brecht. Conflict/ friendship	Stanislavski Relationships Psychology and human behaviour	Creative writing. Script writing.	Stanislavski. Brecht.	Stanislavski and the System
Curriculum links	Beauty/ Mission/ Beginnings/ curious Incident/ Greek Theatre/ Component 1 and 2 GCSE.	Greek Theatre/ Silent Movies/ Curious Incident/Terrible fate/ DNA/ Component 2 and 3 GCSE.	Greek Theatre/ Girls Like That/ Component 2&3 GCSE	Monologues, Red shoes. DNA. Component 1 and 2 GCSE.	The Twits, Harry Potter, Curious Incident, Monologues. DNA. Component 3 GCSE.	Solo Story. DNA. Component 2 GCSE.
Cross-curricular links	Life curriculum and personal safety/ security-safety	Life curriculum and bullying/ social media/ safety online	RS – ethics and morals. Politics. Life curriculum – consequence .	English – creative writing. Dance – non verbal communication and movement	Dance – use of space to communicate. Music – use of sound to communicate meaning.	English – speaking and listening. Music – sound for meaning

						Dance – space to communicate meaning.
Interleaving of concepts	Create and develop ideas to communicate meaning for theatrical performance.	Apply theatrical skills to realise artistic intentions in live performance.	Apply theatrical skills to realise artistic intentions in live performance.	Analyse and evaluate their own work and the work of others.	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	Create and develop ideas to communicate meaning for theatrical performance.
Literacy	Communicating narrative.	Close text analysis.	Close text analysis	Research and reading of accounts and sources.	Close text analysis and evaluation.	Creative writing in response to stimulus.
Numeracy	Spatial awareness and the areas of the stage to communicate meaning.	Rhythm and moving/ talking in sync. Counting the beat.	Blocking and using areas of the stage to convey meaning.	Proxemics and staging to communicate meaning.	Lighting angles. Proxemics and blocking to communicate meaning.	Lighting angles. Proxemics and blocking to communicate meaning.
Cultural capital	European theatre styles/ origins	Political change/ conflict	Conflict	Conflict, environment	Origins of Greek theatre	Conflict
Assessment	KMP1: Small group performance of devised piece.	KMP 2: Choral performance of script.	KMP 3: Small group performance of scripted scene.	KMP 4: Devise and perform in a piece of theatre based on stimuli.	KMP 5: Perform a duologue to an audience.	KMP 6: Performance of monologue.