

Curriculum Overview

Subject: Drama

Year Group: 9



Students will continue to build on the skills learnt in Year 7 and 8. The focus of the work this year fits with the GCSE structure and allows students to develop their skills towards this although it is still assessed and set up in the KS3 approach to learning and assessment.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Socialism and J.B. Priestley's use of characters to explore the theme. • Social, cultural and historical context of the text. • Theatre practitioners and their approaches to theatre. 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Key elements of physical theatre. • How to devise from a stimulus. • Exploration of a theme and reflection of how they can make a difference. 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Interpretation of a verbatim script, and how it can be performed. • Exploration of the themes in the text. • Culmination of KS3 learning to develop performance from stimulus.
KEY ASSESSMENTS Half term 1: An Inspector Calls Half term 2: Practitioners	KEY ASSESSMENTS Half term 1: Physical Theatre/Devising Half term 2: Prejudice	KEY ASSESSMENTS Half term 1: Game Over Script Half term 2: Devising

Extended reading suggestions and external resources:

- National Theatre
- Drama Online
- BBC Bitesize
- Frantic Assembly Website
- Splendid Theatre Productions Website
- DV8
- Game Over by Mark Wheeler

Drama Year 9 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Making Skills	<p>I have some response to the stimulus which I share with my group. I can work with my group but tend to take direction from others or my teachers. I am mostly focused and on task during rehearsal. I don't always take on rehearsal feedback and make appropriate changes.</p>	<p>I share some good ideas with my group and listen well to the ideas of others. I think creatively about how a stimulus can be interpreted and turned into a performance. I consider style and genre as part of the performance. I consider what impact the piece will have on the audience. I act on rehearsal feedback, go over sections to make improvements.</p>	<p>I work with my group and always think about the end result. I am consistently focused and share ideas, communicating clearly with my group. I respond to the stimulus in a creative and original way. I consider what I want the audience to think and feel throughout the performance. I act on rehearsal feedback and actively seek to perform the best piece possible.</p>	<p>I work well with my group and support less confident individuals. I am consistently focused on the task and share my ideas with the group with confidence. I work in a collaborative way ensuring that all members of the group are involved and comfortable in their parts. I can explore practical work in an original way, applying new skills with confidence and help other to do the same. I direct and shape the piece in a considerate way, developing ideas of all members of the group.</p>
Performing	<p>I can apply basic vocal and/or physical skills to demonstrate character/role in performance to show convincing characters. I move, speak and interact with others in character with some use of facial expression, movement, gesture and speech. I get a response from the audience for my performance. I am generally confident in performance and mostly stay in role. I contribute to the effectiveness of the piece.</p>	<p>I demonstrate a competent, developed and sustained use of voice and/ or physical skills to demonstrate character/role in performance to show convincing characters. I have a good contribution to the effectiveness of the piece. My performance is inventive and engaging for the audience. I am committed to role and stay fully in character throughout the piece.</p>	<p>I can create an assured performance, demonstrating a confident and skilful use of voice and/or physical skills to demonstrate character/role in performance to show convincing characters. I show understanding of style, genre and the theatrical conventions used. I demonstrate a comprehensive understanding of my character with accomplished use voice, movement and physicality. I have a confident and assured rapport with the group and the audience. My performance affects the audience in a way I have intended.</p>	<p>I can create an outstanding performance, demonstrating an articulate and thoroughly convincing skilful use of voice and/or physical skills to demonstrate character/role in performance to show convincing characters. I show a comprehensive understanding of style, genre and the theatrical conventions used. My performance is powerful, considered and totally secure. I demonstrate a comprehensive understanding of my character with accomplished use voice, movement and physicality. I have a confident and assured rapport with the group and the audience. My performance affects the audience in a way I have intended.</p>

<p style="text-align: center;">Evaluation</p>	<p>I can make basic comments like 'it was good' about my own and my peers work. I use basic terminology when describing my work or the work of others. I can explain with some detail how my skills have developed over the lesson. I can focus more on what I/they did rather than analysing and evaluating the effectiveness.</p>	<p>I can justify my comments with examples from the work. I use drama terminology in a knowledgeable way. I can make developing comments on how my skills have improved over the course of a lesson. I am beginning to evaluate the effectiveness of a piece giving clear evaluative comments and constructive feedback.</p>	<p>I can justify my comments with clear examples in a constructive and thoughtful way. I can evaluate with a developed and secure knowledge of skills and how they are/can be applied to a piece of theatre. I can use a wide range of drama vocabulary when discussing my own work and that of my peers. I can clearly identify and make comments on how I have developed my skills over the course of a lesson. I can discuss my work and that of my peers identifying the intention of the piece, and whether it was achieved.</p>	<p>I demonstrate excellent skills in identifying and investigating how far I have developed my drama skills, and how they have helped throughout the development process and in the final performance. I can discuss my own work and that of my peers in a sophisticated way that is constructive and insightful. I use a range of drama vocabulary when discussing work with confident understanding.</p>
--	--	---	---	---