

KEY STAGE THREE CURRICULUM MAP

YEAR 9

SUBJECT: DRAMA

YEAR 9	Curriculum Related Expectations	KNOWING WHAT (Information, facts & content)			KNOWING HOW (Methods and processes)		
		<ul style="list-style-type: none"> Apply knowledge and understanding when making, performing, and responding to drama. Explore performance texts, understanding their social, cultural, and historical context including the theatrical conventions of the period in which they were created. Develop a range of theatrical skills and apply them to create performances. Work collaboratively to generate, develop and communicate ideas that are relevant and show an elevated level of maturity. Develop pieces as creative, effective, independent, and reflective students able to make informed choices in process and performance. Contribute as an individual to a performance with confidence. Reflect and evaluate the work created by self, peers, and professional performers. Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice 			<ul style="list-style-type: none"> Drama is split into 3 core strands: making, performing, and responding. All three skills have equal weighting and are assessed throughout the year in equal measure. Students will work as individuals/ in small and large groups to demonstrate creativity and collaboration. Students will show an ability to select appropriate drama techniques they have learnt to show the most exciting piece of drama that intrigues the audience. Create characters that show depth and a deeper understanding of performance skills to convey meaning. Evaluate and analyse the issues and themes involved in the work. Explore scripts through group and solo tasks. The ability to understand how performance texts can be interpreted and performed 		
	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	WAR- Harry Farr- assessment	Frankenstein- development of skills	Documentary Theatre- Knife Crime- assessment	Theatre review presentation- development of skills	Devising project- assessment	Create a festival	
KNOWLEDGE focus	<ul style="list-style-type: none"> Use of stimuli to explore WW1. Exploration of historical context Use of naturalistic acting to convey meaning 	<ul style="list-style-type: none"> Reading of text Understanding historical context of scenes and characters Communication and effectively working with others 	<ul style="list-style-type: none"> Real life accounts and the use of verbatim theatre Historical context Exploration of current crime and punishment systems in the UK 	<ul style="list-style-type: none"> Watch a recorded piece of theatre Exploration of public speaking techniques 	<ul style="list-style-type: none"> Explore and develop a piece of drama from a stimuli Understanding of how to develop a script from scratch 	<ul style="list-style-type: none"> Create their own imaginative festival focusing on budgeting, floor plans and presentation in the style of Dragon's Den 	

	<p>METHODS focus</p>	<ul style="list-style-type: none"> • Understand the importance of stage directions. • Use of abstract drama to demonstrate the story. • Use physical theatre and stage combat to bring the storyline to a modern-day audience 	<ul style="list-style-type: none"> • Combining a poem with creation of dialogue to show meaning. • Use of climax and anti-climax to have audience impact 	<ul style="list-style-type: none"> • Practical exploration showing maturity and sensitivity. • Devise scenes using vital information based on real life events. • Research techniques to find and use information for practical exploration 	<ul style="list-style-type: none"> • Analytical skills and evaluation skills • Group discussions Show understanding of live theatre and the effectiveness of characterisation • Development of technical terminology 	<ul style="list-style-type: none"> • Writing skills • Listening and communicating with others • Devising skills • Performance skills • Use of set to create atmosphere 	<ul style="list-style-type: none"> • Research skills • Presentation skills • Mathematical skills • Business template development • Persuasive dialogue
	<p>Planned ASSESSMENT opportunities</p>	<ul style="list-style-type: none"> • Making, performing, and responding 	<ul style="list-style-type: none"> • Devised piece through making, performing, and responding. • Performances 	<ul style="list-style-type: none"> • Creating a piece of devised theatre with meaning and facts • Group performance • Monologue 	<ul style="list-style-type: none"> • Students will be developing their presentation skills during this half term, and no formal assessment will take place 	<ul style="list-style-type: none"> • Sections of script learnt and performed. • Analysis of character 	<ul style="list-style-type: none"> • Presentation in the style of Dragon's Den • Presentations focused on development of skills