

Year 9 Programme of Study



Drama Inspiration: Next Steps... GCSE? The wider picture- Where can Drama lead me?

Reflection: Learn and grow from success and failure; understanding how to positively improve a piece.

Creative Skills: Dramatic Techniques, educating an audience and becoming a reflective practitioner.

Empathy: Understand that history, time and place impact thoughts words and deeds.

<u>Scheme of Work:</u>	<u>Introduction to drama: Devising and Exploring Practitioners</u>	<u>Theatre in Education</u>	<u>The Crucible</u>
<p>Year 9 is an important year for students to decide and explore whether GCSE Drama is an option for them for both Year 10 and Year 11. Students should be finalising all prior knowledge learnt from Year 7,8 and 9.</p> <p>As the year progresses, seeing things through the eyes of somebody else, becoming sympathetic, appreciating, understanding, and relating to characters will help when performing Theatre in Education pieces.</p> <p>Both devising and script work will help with identifying characters and being realistic to modern day teenagers. This helps with open discussions and debates (link to English National Curriculum) This will allow students to be more independent and use skills and techniques to devise their own work in more challenging contexts.</p> <p>Assessment is on-going and feedback is constant. The nature of performance is that it exists within the moment, so verbal feedback is key for development. Learners are assessed on; creating, performing, and reflecting in Drama and: listening and appreciating.</p>			

Y9 sees the introduction of written work in 2 areas where students will consider overall effect on the audience, and their understanding, appreciation and reflection of a significant piece of theatre.

Assessment and techniques:

The main techniques students will explore and learn will include freeze-frames, mime, narration and characterisation, role play, hot seating, monologues, physical theatre, unison, narration, flash back and forward and fourth wall.

Students will explore how theatre has changed, developed, and progressed over time through looking at form and style. It is an opportunity to enhance learning, making issues prevalent, developing a sense of creativity and imagination, sparking conversation, and preparing students; emotionally, socially, physically, and intellectually.

Students will look at practitioners within theatre; Stanislavski, Bertolt Brecht, Laban, Handspring Puppet Company, and Steven Berkoff.

The aim of Theatre in Education (TIE) is to raise questions concerning what it means to be human. Either by focussing on social issues and problems, such as racism, drugs, knife crime, or by exploring more conceptual themes.

The students will look at how to develop empathy, tolerance and social awareness, cooperation and collaboration with fellow students, communication, and concentration skills.

Mark Wheeler play – exploration for GCSE Drama
Chicken, Arson about, hard to swallow.

The Crucible by Arthur Miller is a set text play for GCSE which will help further support prospectus GCSE students have a head start before they begin their GCSE journey.

Students will learn how to develop knowledge and understanding of the characteristics and context of the whole play, exploring ideas for how the play could be performed:

This unit of work will cover the element of:

- the plot and characters

			<ul style="list-style-type: none"> • script work-performing The Crucible • The style/genre of the production • the context of the play/production. • Costumes, set design, lighting, sound and production.
<p><u>Personal development and outcomes:</u></p>	<p>Reflective practitioner Appreciation and understanding Risk taking Exploring Being open to ideas and grabbing any opportunity.</p>	<p>Empathy Understanding Being open to discussion Creativity Teamwork, Confidence, leadership, communication, time management, organisation</p>	<p>Building a character Reflection Appreciation and understanding confidence</p>
<p>Key Vocabulary: Character, Posture, Gesture, Facial expression, Tone, Pitch, Volume, Pace, Pause, Projection, Mime, Dialogue, Protagonist, Thought-Tracking, Physical Theatre, Non-Naturalism, Slow Motion, Levels, Scene, Narration, Improvisation, Rehearsal, Feedback, Devising, Theatre In Education, Exaggeration, Mood, Atmosphere, Freeze Frame, Thought Tracking, Stimulus, Mime, Levels, Soundscape, Props, Improvisation, Performing, Greek chorus, ensemble, unison, canon, choreography, movement.</p>			