

## Subject: Drama

## Year 9

## Course Outline 2023 - 2024

Autumn 1 (6 Weeks)	Autumn 2 (6 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 Weeks)	Summer 1 (6 Weeks)	Summer 2 (6 Weeks)
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### WHAT ARE WE STUDYING?

Creative Devising from Stimulus Application of <b>Drama Techniques</b>	Verbatim Theatre: Analysing <b>Style and Genre</b>	Exploring Performance: <b>Romeo and Juliet</b>
<p>Drama is a multi-disciplinary art form including acting, dance, music, sound effects, lighting, staging and costume to communicate meaning to an audience.</p> <p><i>Devising theatre requires playfulness, a sense of adventure, intense collaboration, and a willingness to try, fail, and try again showing understanding of dramatic techniques.</i></p> <p><b>Students explore devising through use of a variety of techniques based on a variety of stimuli, leading to the creation of an original performance.</b></p>	<p>Genre includes a variety of approaches to dramatic story telling and structure, while Style guides the ways in which these stories may be interpreted on stage.</p> <p><i>Verbatim theatre is a form of documentary theatre which is based on the spoken words of real people. Strictly, verbatim theatre-makers use real people's words exclusively, and take this testimony from recorded interviews.</i></p> <p><b>Students explore the genre of verbatim through play texts <i>The Stones</i> and <i>Missing Dan Nolan</i> (GCSE set text)</b></p>	<p>Staging includes far more than just what is seen on stage: understanding of the performance space, arrangement of audience, use of design and technical elements—all of which create meaning for the audience.</p> <p><i>Exploration of how to practically stage scenes of a text, using <i>Romeo and Juliet</i> to support and enhance understanding of Shakespeare, a text studied for GCSE in English lessons.</i></p> <p><b>Students explore plot, characters and themes of <i>Romeo and Juliet</i>, using a wide variety of approaches.</b></p>

### WHY ARE WE STUDYING THIS? (SKILLS, PURPOSE OR PROGRESSION)

to create original performances that entertain to communicate with an audience to realise performance skill and techniques to evaluate the work of others	to create meaning in performance for an audience to realise different artistic intentions to understand style and genre in drama to evaluate and analyse other's performances	to realise performance and design skills to understand how character use objectives to evaluate and analyse a variety of performance of specific performance text
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### HOW WILL THIS BE ASSESSED?

Creating original work verbal and recorded feedback	improvised scenes, reacting in role verbal and recorded feedback on performances peer feedback	set /costume designs verbal and recorded feedback on performances analysis and interpretation of productions/mediums
<b>WHY NOW?</b> To embed the basic skills and concepts which form the foundation of all future learning in Drama.	<b>WHY NOW?</b> To build on knowledge and understanding of the basics and put them into the context of text interpretation.	<b>WHY NOW?</b> To co-ordinate with English Department teaching of Shakespeare and to further challenge text interpretation.
<b>Link to future units</b> GCSE Drama, Verbatim, <i>Romeo and Juliet</i>	<b>Link to future units</b> GCSE Drama	<b>Link to future units</b> <i>Romeo and Juliet</i> GCSE, GCSE Drama

<b>RWCM</b>	Study of texts, regular communication tasks, written evaluations.
<b>Extra-curricular experiences</b>	Where opportunities arise, theatre trips and visits will be offered, weekly drama club, school production <i>Midsummer Night's Dream</i>
<b>Careers Links</b>	Performer, writer, director, sound effects engineer, costume designer, set designer, stage management, dramaturg, historian
<b>Independent Learning</b>	Watching performance scenes, memorising lines, researching careers
<b>Essential Equipment</b>	Scripts, paper, coloured pencils, costumes, props all supplied by department