



Year Group	Year 9					
Subject intent	The Drama curriculum focuses on helping students to acquire the required skill set needed to develop as an actor. It also addresses the transferable life skills needed for success such as leadership, team work and public speaking. Students are equipped with the knowledge, insight and techniques to explore key theatre practitioners, play texts and develop creativity through devised drama and exploration of set texts. The curriculum nurtures and emphasises the importance of imagination, confidence whilst equipping them with the knowledge and understanding that prepares students for GCSE and A Level courses.					
Subject Implementation	Autumn 1 Fame/Celebrity	Autumn 2 Beauty Manifesto	Spring 1 Teechers	Spring 2 Physical Theatre	Summer 1 Telenovela	Summer 2 Devising
Knowledge	Enhanced understanding of how to use specific techniques to create impact for the audience.  <ul style="list-style-type: none"> <li>• Cross-cutting</li> <li>• Marking the moment</li> <li>• Essence Machine</li> </ul>	Students explore how to interpret a play using elements of Epic Theatre and focus on how production elements can enhance the performance for an audience.  <ul style="list-style-type: none"> <li>• Stylised movement</li> <li>• Brecht</li> <li>• Verfremdungseffekt</li> <li>• Montage</li> </ul>	In-depth understanding of the Given Circumstances. Knowledge of Stanislavski's System  <ul style="list-style-type: none"> <li>• Hot-seating</li> <li>• Context</li> <li>• Motivation</li> <li>• Subject</li> <li>• Objective</li> <li>• Action</li> </ul>	Knowledge of different ways in which we can choreograph movement. understanding of how to partner work and contact improvisation.  <ul style="list-style-type: none"> <li>• Choreography</li> <li>• Dynamics</li> <li>• Proxemics</li> </ul>	Further development of characterisation skills. Focus on how to develop greater rapport with actors and audience.  <ul style="list-style-type: none"> <li>• Physical comedy</li> <li>• Breaking the fourth wall</li> <li>• Melodrama</li> </ul>	Understanding of how to create an original, extended piece of drama using a range of rehearsal techniques.  <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Dramatic structure</li> <li>• Genre</li> <li>• Style</li> </ul>
Skills	Group work	Group work	Group work	Group work	Group work	Group work



	Leadership/directing Active listening Choral work Constructive critique using drama terminology when evaluating the work of others Designing Spatial awareness Sustaining a character Stage business	Leadership/directing Active listening Choral work Constructive critique using drama terminology when evaluating the work of others Designing Spatial awareness Sustaining a character Stage business	Leadership/directing Active listening Choral work Constructive critique using drama terminology when evaluating the work of others Designing Spatial awareness Sustaining a character Stage business	Leadership/directing Active listening Choral work Constructive critique using drama terminology when evaluating the work of others Designing Spatial awareness Sustaining a character Stage business	Leadership/directing Active listening Choral work Constructive critique using drama terminology when evaluating the work of others Designing Spatial awareness Sustaining a character Stage business	Leadership/directing Active listening Choral work Constructive critique using drama terminology when evaluating the work of others Designing Spatial awareness Sustaining a character Stage business
<b>Subject Impact</b>	Students are able to use a range of techniques that heighten intensity and highlight key moments within their dramas.	Students are able to use elements of Epic Theatre to encourage their audience to think more deeply about social and ethical issues.	Students are able to appreciate the importance of context when exploring plays and characters. They are able to portray more detailed characters.	Students are able to use their physical body imaginatively and effectively to create dramatic meaning	Students are able to develop their capacity for Melodramatic performance and appreciate the difference between television and theatre	Students are able to create a piece of drama from a stimulus that engages an audience. They are able to realise their creative intentions in performance.
<b>Assessment</b>	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)