

Year 9	Autumn Term 1	Autumn Term 2 & Spring Term 1	Spring Term 2 & Summer Term 1	Summer Term 2	
	<p><b>'The MAKER'</b> <i>Mini Devised Project</i></p> <p><b>What will be learnt?</b></p> <p>Introduction mini scheme to remind students why they have taken drama. The opportunity to use all performance elements we have to offer such as lights/sound/ set and costume.</p> <p><b>Why will it be learnt?</b></p> <p>To excite the students about theatre and introduce the different strands they could explore this year. Main Outcome: Students will produce a piece of drama in which they are the soul creators.</p> <p><b>Skills developed:</b></p> <p>To be an actor, a director a choreographer and a designer.</p> <p><b>How will learning be assessed?</b></p>	<p><b>Curious Incident of the Dog in the Night-time</b>, Mark Haddon <i>Scripted Unit</i></p> <p><b>What will be learnt?</b></p> <p>For pupils to experience a professionally written play and explore autism. Pupils will be encouraged to practically explore the play whilst developing the skills needed to make appropriate acting skills. Pupils will work as an ensemble on a given aim and work independently on meeting chosen intentions.</p> <p>An exploration of a whole text study to aid the completion of Component 3 in year 11.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To use dramatic methods to explore social, cultural and historical issues</li> <li>To work collaboratively as an ensemble</li> <li>To work towards a given aim and intention</li> <li>To demonstrate an awareness of all</li> </ul>	<p><b>Blood Brothers</b>, Willy Russel <i>Play Study</i></p> <p><b>What will be learnt?</b></p> <p>Pupils to explore a social, political, and historic focused play and complete an analytical play study on it. Pupils to explore the limitations of set and costume design when working with a touring musical.</p> <p>Exploration of the importance of social background and research of the production of a play.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>Identify and understand the difference between an Aim and an Intention</li> <li>To acknowledge the power of theatre as an educational tool</li> <li>To begin to demonstrate an understanding of the requirements of Component 1 that will be completed at the end of the year</li> </ul>	<p><b>Hit &amp; Run</b> <i>Devised Unit</i></p> <p><b>What will be learnt?</b></p> <p>Students will be present with a collection of stimuli to explore before working practically and analytically to collaboratively create a performance-based response.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To allow for the independent recall of previously learnt skills whilst developing communication and collaboration skills.</li> <li>To listen and respond constructively to others</li> <li>To use dramatic methods to explore social, cultural and historical issues</li> <li>To demonstrate an awareness of all elements of component 2 of AQA GCSE course</li> <li>To demonstrate a practical and written understanding of the</li> </ul>	<p><b>Live Performance Review</b> Completed in year 9 in accordance with the needs of the class.</p> <p><b>What will be learnt?</b></p> <p>How to successfully review a live performance. Using Digital Theatre + a performance will be chosen that suits the needs of the class. Pupils will be taught the importance of note taking and how to identify aims and intentions.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To demonstrate an awareness of the differing aspects of theatre and what it takes to take a play from page to stage.</li> <li>To understand the importance of identifying an aim when writing to evaluate in drama.</li> </ul> <p><b>Skills developed?</b></p> <p>The writing of a live performance review, with a focus on character.</p>

	<p>Practical assessment marked using developing, secure and exceeding.</p> <p><b>How does it link to GCSE?</b></p> <p>Component Two of AQA GCSE</p>	<p>elements of component 3 of AQA GCSE course</p> <ul style="list-style-type: none"> <li>To demonstrate a practical and written understanding of the requirements of Component 3</li> <li>To listen and respond constructively to others</li> </ul> <p><b>Skills developed?</b></p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> <li>develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance</li> <li>develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking</li> <li>develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement</li> <li>develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance</li> <li>adopt the latest safe working practices.</li> </ul> <p><b>How will learning be assessed?</b></p> <p>Practical and written assessment marked using</p>	<ul style="list-style-type: none"> <li>To listen and respond constructively to others</li> <li>To use dramatic methods to explore social, cultural and historical issues</li> </ul> <p><b>Skills developed?</b></p> <p>To be an actor, a director a choreographer and a designer.</p> <p>Analysis of performance through the written and verbal word. The embedment of key terminology and written structure. The ongoing evaluation of performance decisions made when looking at a set text.</p> <p><b>How will learning be assessed?</b></p> <p>Practical assessment marked using developing, secure and exceeding.</p> <p>Lessons include formative assessment throughout with a summative practical and written assessment at the end.</p> <p><b>How does it link to drama GCSE:</b></p> <p>Component One of AQA GCSE</p>	<p>requirements of Component 2</p> <p><b>Skills developed?</b></p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> <li>apply knowledge and understanding when making, performing and responding to drama</li> <li>explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created</li> <li>develop a range of theatrical skills and apply them to create performance</li> <li>work collaboratively to generate, develop and communicate ideas</li> <li>develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</li> <li>contribute as an individual to a theatrical performance</li> <li>reflect on and evaluate their own work and that of others</li> <li>develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>adopt safe working practices.</li> </ul> <p><b>How will learning be assessed?</b></p> <p>Practical assessment marked using developing, secure and exceeding.</p> <p>Lessons include formative assessment throughout with a summative practical assessment at the end.</p>	<p>Analysis of performance. Key terminology</p> <p><b>How will learning be assessed?</b></p> <p>Marked using developing, secure and exceeding.</p> <p><b>How does it link to drama GCSE:</b></p> <p>Component One of AQA GCSE</p>
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		<p>developing, secure and exceeding. Lessons include formative assessment throughout with a summative practical assessment at the end.</p> <p><b>How does it link to drama GCSE:</b> Component Three AQA GCSE</p>		<p>This is a devised SOL which is teacher lead at the start and end, but teacher facilitated in the middle. Written lessons are lead supported fully by teacher.</p> <p>Lessons are differentiated and taught in accordance with pupil's ideas. Resources to be found/made in accordance with this also.</p> <p>In line with AQA GCSE requirements, this must be the work of the students and teachers are there to facilitate, support and guide.</p> <p>*Stimulus used can change in accordance with class and year of teaching</p> <p><b>How does it link to drama GCSE:</b> Component Two of AQA GCSE</p>	
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