

Striving For Excellence Together

Year 9 Drama Curriculum Map

9	Topics	Assessment	Key Concepts	Key Vocabulary Tier 3	Our Pillars	Knowledge tracking
Term 1	Directing	<p>Continuous formative assessment: Making, Performing and Responding</p> <p>Evidence: Directing - End of Unit Evaluation Sheet</p>	<p>To understand the role of a Director. To identify advantages and disadvantages of directing using explanation and demonstration. To create drama that is clearly blocked by a Director. To demonstrate directing of self and others using explanation and demonstration. To identify how to direct drama more effectively for an audience.</p>	<p>Blocking Up stage Down stage Stage right Stage Left Centre Stage</p> <p>Intention Impact Explanation Demonstration</p>	<p>Literacy and Oracy Life Beyond SWR Diversity and Inclusivity</p>	<p>Year 7 – 11 – All units of study</p>
Term 2	Improvisation	<p>Continuous formative assessment: Making, Performing and Responding</p> <p>Evidence: Improvisation - End of Unit Evaluation Sheet</p>	<p>To understand the difference between Planned Improvisation and Spontaneous Improvisation. To identify advantages and disadvantages of devising drama using Improvisation. To create drama through Spontaneous and Planned Improvisation. To demonstrate using the Five Key skills in Improvisation. To identify how Improvisation is used to create plot, character and dialogue for drama.</p>	<p>Improvisation Concentration Observation</p> <p>Imagination Spontaneity Co-operation</p>	<p>Diversity and Inclusivity Literacy and Oracy Life Beyond School</p>	<p>Year 7 – 11 – All units of study</p>
Term 3	Text Study: Mugged By Andrew Payne	<p>Continuous formative assessment: Making, Performing and Responding</p> <p>Evidence: Text Study - End of Unit Evaluation Sheet</p>	<p>To understand the challenges of taking a play from the page to the stage. To identify the plot, structure and character relationships within the text. To explore the character relationship through the dialogue of the play. To demonstrate bringing the text to life, considering characterisation, stage picture and audience impact. To evaluate the practicalities of presenting a text (set, lighting, sound).</p>	<p>Page to Stage Transitions Stereotypes Off Text</p> <p>Dialogue Conventions Genre Design Elements Overlapping dialogue</p>	<p>Diversity and Inclusivity Literacy and Oracy</p>	<p>Year 7 Text study Year 8 Approaching Text Year 9 Text study GCSE Text in Performance</p>



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Term 4	Theatre-In-Education	Continuous formative assessment: Making, Performing and Responding	To understand how to use theatre to educate the audience. To identify the process of creating TIE. To create theme driven TIE linked to the text study and research. To demonstrate using a variety of conventions to create TIE To experiment with scripted writing to create TIE To explore design elements that enhance TIE	TIE Conventions Genre Script	Inform Educate Alienate Brecht	Life Beyond School Literacy and Oracy	Year 7 – 11 – All units of study
Term 5	Devising	Continuous formative assessment: Making, Performing and Responding Evidence: Devising - End of Unit Evaluation Sheet	To understand the difference between plot driven, character driven and theme driven devising work. To identify the process of devising drama. To create plot, character and theme driven drama through the process of devising To demonstrate using a variety of conventions to devise drama. To identify how devising work can lead to scripted drama	Theme Character Plot	Structure Genre Conventions	Diversity and Inclusivity Literacy and oracy Life Beyond School	Year 7 – 11 – All units of study
Term 6	Speech and Language	Continuous formative assessment: Making, Performing and Responding	Presenting ideas verbally Organising ideas Developing Arguments Using Language for effect	Connotation Denotation	Audience Vocal qualities Physical qualities	Life After SWR Literacy and Oracy	Year 7 – 11 – All units of study