



## Year 9 Drama Curriculum Overview

**Rationale:** Drama is studied by all students in Years 9 which they undertake once a week. The Year 9 Drama curriculum is practical and designed to build on what they have learnt in Y7 and Y8 where they apply the Drama strategies for devising and creating performances and develop their performer and design skills. As part of the course we complete activities that help them to build their confidence and resilience, inspire creativity and develop their collaboration skills within the group to create an effective group ensemble.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	<b>Devising Theatre</b> This unit of work focus on collaboration skills and how to work well in a group. Students are introduced approaches to exploring a stimulus linked to a practitioner and they will focus on a non-naturalistic style to create a performance using a range of drama strategies.	Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal.  Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance.	<b>Optional – Y9 Enrichment opportunities</b> <ul style="list-style-type: none"> <li>• Become a Drama Leader and attend the Drama Leader Training (Once a week after school)</li> <li>• Attend a break time Rehearsal club with your group</li> <li>• Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> Username/Password: Ask your Drama teacher for the log in details <ul style="list-style-type: none"> <li>• Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> <li>• Join a Drama club outside of school</li> <li>• Research the stimulus</li> </ul>
Autumn 2	<b>Exploring Text</b> This unit of work focuses on collaboration skills and how to work well in a group, pair or as an individual. Students will explore a script a monologue or a duologue as a performer or a designer. Students will have opportunity to create a performance to build up their confidence using a range of drama strategies. The final performance will allow students to explore an extract of the script and consider how they could interpret the play using appropriate Drama strategies.	Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal.  Students are assessed on how they apply Physical, Vocal and Spatial skills or DESIGN skills in a live performance	<b>HL Performers – Learn your lines for your performance</b> (See Spring 1 for ideas) <b>HL Designers – Complete your Designer Portfolio for your performance</b> (Students have a copy of their design portfolio and examples)  <b>Optional – Y9 Enrichment opportunities</b> <ul style="list-style-type: none"> <li>• Attend a break time Rehearsal club with your group</li> <li>• Attend VIBE Drama club</li> <li>• Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> Username/Password: Ask your Drama teacher for the log in details <ul style="list-style-type: none"> <li>• Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> </ul>

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Spring 1	<b>Exploring Practitioners</b> This unit of work provides an in depth exploration of a specific practitioner and introduces an approach to devising performances in this style. Students continue to develop their collaboration skills and how to work well in a group. Students will have opportunity to create a devised performance using the practitioners principles.	Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal.  Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance.	<b>Optional – Y9 Enrichment opportunities</b> <ul style="list-style-type: none"> <li>Attend a break time Rehearsal club with your group</li> <li>Attend VIBE Drama club</li> <li>Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> Username/Password: Ask your Drama teacher for the log in details <ul style="list-style-type: none"> <li>Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> <li>Join a Drama club outside of school</li> <li>Create a script based on your Splendid performance</li> <li>Research and Create a poster about Splendid Theatre <a href="https://splendidproductions.co.uk/">https://splendidproductions.co.uk/</a></li> </ul>
Spring 2	<b>Exploring Live Theatre</b> This unit of work focuses on Live Theatre and Students have the opportunity to watch a live performance. Students will consider the production elements in the play including Acting, Costume Design, Set Design, Lighting and Sound Design.	Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal.  Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance	<b>Optional – Y9 Enrichment opportunities</b> <ul style="list-style-type: none"> <li>Attend a break time Rehearsal club with your group</li> <li>Attend VIBE Drama club</li> <li>Access National Theatre on Demand and watch <b>One Man Two Guvnors</b>. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> Username/Password: Ask your Drama teacher for the log in details <ul style="list-style-type: none"> <li>Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> <li>Join a Drama club outside of school</li> <li>Research your favourite DESIGN SKILL (Costume, Set, Lighting, Sound) and create a Poster about your favourite designer. The National Theatre have some useful video links on <a href="#">National Theatre - YouTube</a></li> </ul>
Summer 1	<b>Exploring Text DNA</b> This unit of work focuses on collaboration skills and how to work well in a group. Students have the opportunity to explore extracts from a play DNA by Dennis Kelly and explore line learning and interpreting	Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for	<b>Learn your lines for your performance</b> <ol style="list-style-type: none"> <li>Write your lines out 5x for each line. Cover them up and see if you can re-write it without looking. REPEAT. REPEAT. REPEAT.</li> <li>Divide the script into sections. For each section read your lines out loud exactly how you are going to deliver them. Do this x3 times and then cover them up and see if you can say the lines without looking. REPEAT. REPEAT. REPEAT.</li> </ol>

	<p>a monologue, a duologue and a group extract of the script using physical theatre, chorus and props.</p>	<p>theatrical performance in rehearsal.</p> <p>Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance</p>	<p>3. Listening to a script - Some performers prefer to record their own voices speaking the lines and then listen back to it. Others will record other characters' lines and leave spaces or pauses where their own lines would be, so they can practice remembering their own part. REPEAT. REPEAT. REPEAT. Now try and do it without.</p> <p>4. Actioning - This requires a performer to add movement to the speech that helps them remember the order of events, and therefore their lines. This often happens naturally as a performer goes through rehearsals and movement, or is added to the piece during blocking.</p> <p><b>Optional – Y9 Enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Attend a break time Rehearsal club with your group</li> <li>• Attend VIBE Drama club</li> <li>• Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> <li>• Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> <li>• Join a Drama club outside of school</li> </ul>
Summer 2	<p><b>Exploring Text An Inspector Calls</b></p> <p>This unit of work allows students the opportunity to choose a Performer or Designer Pathway. Those who chose the Designer Pathway focused on the role of the theatre designer, investigating how Costume, Set, Lighting, and Sound can be used to interpret and enhance the text. Students developed their creative ideas and applied their knowledge to practical design tasks. Meanwhile, students on the Performer Pathway worked collaboratively to develop and rehearse their own interpretations of key scenes. They explored characterisation, directing techniques, and performance skills, bringing the story to life through their own creative lens.</p>	<p>Students are assessed individually on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal through DESIGN.</p>	<p><b>Optional – Y9 Enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Attend a break time Rehearsal club with your group</li> <li>• Attend VIBE Drama club</li> <li>• Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> <li>• Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> <li>• Join a Drama club outside of school</li> </ul>

	The unit offered a fantastic opportunity for students to deepen their understanding of theatre-making and to express their ideas through both performance and design		
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