

Curriculum Map: Year 9 Drama						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Theatrical Skills	Rites of Passage	Scripted Work Classical	Shakespeare with a Twist	Theatre in Education	Job Roles in Performing Arts
Intent	Develop existing skills from Yr 7&8 to a higher skill set	Using real life situations as a stimulus to create drama	Students will develop an understanding of the development of theatre through time and how classical theatre has influenced contemporary theatre.	To study two contrasting works, exploring the common themes which reappear throughout his work.	Develop an understanding of the genre and to be able to prepare a performance to a set brief	This final unit of KST3 drama will look at the various job roles across the performing arts and how they interrelate with one another to create a performance. For any students choosing to take dance or PA at KST4 this will lead directly on to their study in year 10.
Starting Points	Students have previously developed basic skills and techniques, now they are learning theatrical skills, which will develop and enhance their foundational skills	Students may have a limited knowledge of their Rites of Passage, but this will enable them to create drama around teenage dilemmas.	Students will develop knowledge of the injustice that took place and comparing/contrasting their human rights today.	Students have studied AMSND in year & in the English Curriculum. This will give them a sound foundation to start creating from.	Students will be already able to create a narrative, but now will have to adjust to a specific brief whilst including a moral.	Students have a limited knowledge of the job roles that are involved in the Performing Arts Industry and how large the industry is. They will learn and research multiple roles.
Misconceptions	The understanding that there are several strategical ways to create and develop new characters, by changing, BVE.	The legal age restrictions in the UK. The legal age restrictions in other countries.	Understanding that the script was based on a true story and that these punishments were happening to young people.	The Shakespearean language.	Students believe that they cannot make an impact or a change through drama.	Students do not believe that the Performing Arts Industry has any possible career prospects if you are not an actor.
Key Knowledge	Gaining a deeper knowledge of the secondary theatre skills and techniques through exercises and workshops	Gaining an understanding of the moral decisions that prepare us for teenage life, through scenarios and workshops	Students will explore The Crucible by Arthur Miller using the piece to show contrast between present day and when it was set.	Understanding the works of William Shakespeare with an in depth look at A Midsummer Night's Dream and King Lear	Introduction to what Theatre in Education is, Looking at a message, the target audience and creating a piece of drama.	Students will understand how a variety of job roles work alongside one another to create performance pieces.
Key Skills	Gait, Pitch, tone, physicality, Intonation	Empathy, Compassion, Decision making,	Freeze frame, split scene, script work,	Verse, Prose, Soliloquy, Comedy Timing, Character,	Marking the moment, Token Costume, Hotseating, Forum	Research, linking information,

	and Inflection, Choral Movement.	Morality, Performance	performance, devising, research	Empathy, Gesture, Language	Theatre, Target Audience	experiencing job roles
Key Vocabulary	Gait, Pitch, tone, physicality, Intonation and Inflection, Choral Movement.	Legal Age Requirements, Gambling, Consent, Devise, Structure, Calculate	Explore, devise, cross-cutting, contrast, split scene	Verse, Prose, Soliloquy, Comedy Timing, Character, Empathy, Gesture, Language	Marking the moment, Token Costume, Hotseating, Forum Theatre, Target Audience	Practitioners, front of house, backstage, Director, Producer, Choreographer
Key Reading	Physical skills - Interpreting and performing a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize	Moral Scenarios Your Rights at Different Ages OXME.INFO	The Crucible by Arthur Miller	A Midsummer Night's Dream King Leah	DFE document on Theatre in Education	Internet research on Job Roles GCSE Bitesize Drama
End Point	Being able to reproduce the given skills and techniques and use them correctly within performance	Being able to make moral judgements and decisions through a practical drama medium	Whole class and group performances	An understanding of the language, the themes and the differences between comedy and tragedy	To create a performance that gives a positive message to a younger school audience	To understand a range of roles within the theatre and how they interrelate
Form of Assessment	Video, Peer, Tutor	Video, Peer, Tutor, Performance	Video, Peer, Tutor, Performance	Video, Peer, Tutor, Performance	Video, Peer, Tutor, Performance	A word or power point document
Enrichment opportunities	Extra-Curricular options, PA Academy, School productions	Extra-Curricular options, PA Academy, School productions	Extra-Curricular options, PA Academy, School productions	Extra-Curricular options, PA Academy, School productions	Extra-Curricular options, PA Academy, School productions	Extra-Curricular options, PA Academy, School productions
Leadership opportunities	Group Leader	Group Leader, Director Role	Group Leader, Director Role	Group Leader, Director role	Director, Producer	All individual accountability for work