Drama Curriculum Overview – Year 9

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Unit 1 – What has happened to Lulu?: PSHE driven exploration from stimuli, rehearsal techniques	Students will explore and apply appropriate, effective use of rehearsal techniques. They will focus on characterisation, naturalistic improvisation as well as Physical Theatre.	Students will respond to PSHE driven topic of exploration through Drama. They apply their knowledge of characterisation in role-play. The students will explore rehearsal techniques to deepen understanding of character. They will explore tempo changes through Physical Theatre. Literacy will be developed through peer and self-evaluation, responding to published stimuli and scripting performance work.	Practical Assessment 1- Paired Improvisation – role-play. Practical Assessment 2- Physical Theatre exploring tempo. Written Assessment – Peer and Self Evaluation.	• Review and Practice. • Consolidation of class learning. • Recording and evaluation of practical work undertaken. • Evaluation of live performance work as a member of the audience. • Research that underpins and also expands class learning. • The support of practical work through preparation and independent learning.	Students will develop the Ursuline Values Grateful and Generous – exploring PSHE driven topics and the mental health of a Year 9 student. o Community and participation o Peace and Reconciliation o Personal o Social o Physical o Moral o Cultural o PSHE o English o Actor o Director o Playwright o Ensemble Performer	PSHE – exploring mental health and the effects of peer-pressure. English – Creating contextual material for characterisation and peer and self-evaluation.

| | | Students will work effectively within a group, organising their rehearsal time and duties. | | • Assessment for written assignments.
• Writing sections of script.
• Character monologues.
• Character soliloquies.
• Sourcing and designing lighting plots for performance pieces. | | |

Autumn Term 2

| Unit 2 – Horror: Exploring the genre of horror and practitioner techniques. | Students will apply theatrical techniques to explore the genre of Horror in performance. They will study a key theatre practitioner – Antonin Artaud and create a piece of theatre influenced by his theatrical style. They will focus on character, stylised performance work, crafting plot lines, props , set and staging to create performance for assessment. | This unit is a Supported exploration of genre in performance and design. Students will be directing and performing devised Artaudian theatre. They will apply their knowledge of stylised theatre and improvisation skills and work as a group to create a monologue for performance. | Practical Assessment 1 and 2 – The Horror play in 3 scenes. Written Assessment – The Design Concept including stage configuration, set, lighting, sound, costume, hair and make-up. | • Research of stimuli for plot lines.
• Sourcing, designing and/or making of props
• Sourcing, designing and/or making of costumes.
• Designing cue sheets for sound and lighting.
• Creating set.
• Writing plot outlines. | Students will develop the Ursuline Values-Discerning and Joyful in the thoughtful decision-making regarding design choices for optimum theatrical effect, and the appreciation of the work on all production values that combines to create performance.

o Community and participation
o Solidarity | HISTORY – exploring the work of the historic theatre practitioner Antonin Artaud.. ENGLISH – Writing and performing plot lines and narration. Art and Design– Study and creation of theatrical |

	They students will also study and create an in depth design concept for their play.	Literacy will be developed through writing plot narratives, narration, the design concept and design cue sheets for lighting and sound. Art and design skills will be developed through the production of a sophisticated design concept for their horror play.		• Character monologues. • Writing narration.	o Care for Creation. o Personal o Social o Physical o Cultural o History o English o Art and Design o Actor o Designer	design concepts.
Spring Term 1						
Unit 3 – Guild plays: production, rehearsal, script, design, performance	Students will write, produce, design and stage group Guild Plays for a public Arts Festival performance.	Students will be writing, directing, producing, designing and performing Medieval Mystery plays. They will apply their cumulative knowledge of making for public performance The Guild Plays is a UAI tradition and serves as a final assessment in Year 9 together with a celebrated competition.	Practical Assessment 1 – The performance in the Guild Play. Practical Assessment Task 2 – the production task. Written Assessment – Bible Research task.	• The creation of Guild Play production tasks: ➢ Script ➢ Set ➢ Backdrop ➢ Costumes ➢ Sound and Music ➢ Shield. ➢ Programme ➢ Props	Students will develop the Ursuline Values Courageous and Resilient through the study of this independent learning task. Fatih-filled and Hopeful – Take time to think about God's role in the world / what is being learnt through stories from the Old Testament in the performance of Medieval Mystery Plays.	HISTORY – The study of Medieval Mystery plays. ENGLISH - Writing playscripts RELIGIOUS STUDIES – presentation of Bible Stories from the Old Testement. ART AND DESIGN – The creation of

		Literacy will be developed through script writing.			Serviam – through successful, productive, public group work.	production tasks. DESIGN TECHNOLOGY – set design and construction and the creation of props. The design and creation of costumes. ICT – The creation of a formatted programme.
					- Serviam – through successful group work. - Community and participation - Peace and Reconciliation - Personal - Social - Physical - Cultural - Moral - Spiritual - History - Religious Studies - Art and Design - Design Technology - English - ICT - Actor - Director - Playwright - Designer - Choreographer - Sound technician	

Spring Term 2						
Unit 1 – What has happened to Lulu?: PSHE driven exploration from stimuli, rehearsal techniques						

Summer Term 1						
Unit 2 – Horror: Exploring the genre of horror and practitioner techniques.						

Summer Term 2						
Unit 3 – Guild plays: production, rehearsal, script, design, performance						