Subject:

Drama



KS4 Year 9 Curriculum Overview

Topics being taught		What you will be assessed on		How you can support at home
Performance from Text: Adult Child, Dead Child Including monologue preparation, vocal skills and physical skills	Term	Stepping Stone: <i>Adult Child, Dead Child</i> monologue performance		Facilitate space and time for the student to rehearse scripted performances
Devising Including developing and performing an original drama from a stimulus using sophisticated styles, structure, genres, language and character development	n 			Facilitate the student experiencing live theatre on a frequent basis
	Term	Stepping Stone: Devising – creating from a stimulus		Have discussions about the student's development in understanding of theatre styles, genres and structure
	rm 2	Milestone: Devised performance, Devising – creating, and Analysis & evaluation of this process	á	Support the student's reading of plays and research connected to their devised project

CHRISTMAS HOLIDAYS - CHRISTMAS HOLIDAYS - CHRISTMAS HOLIDAYS - CHRISTMAS HOLIDAYS

Topics being taught

Performance from Text: DNA Including communicating the

What you will be assessed on

Stepping Stone: DNA monologue preview performance

How you can support at home

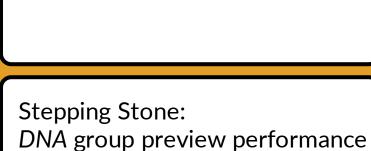
Support with line learning and rehearsal of performance extracts

Autumn Term

playwright's artistic intention, genre, style and performance skills

History of Theatre Studying and applying practice from across the ages and

contemporary practitioners to their performance from text



DNA group preview perform

Milestone:

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DNA final performance

Have discussions about social, cultural, political and historical contexts of DNA

Encourage the student to reflect on their performance strengths and targets

Facilitate the student experiencing live theatre on a frequent basis

EASTER HOLIDAYS - EASTER HOLIDAYS - EASTER HOLIDAYS - EASTER HOLIDAYS - EASTER HOLIDAYS

Topics being taught

Theatre Makers in Practice: The Crucible

Practically exploring the play, including its contexts, plot, characters and design elements. Writing as a designer, as a director and as a performer.

History of Theatre

Studying and applying practice from across the ages and contemporary practitioners to their exploration of *The Crucible*

What you will be assessed on

Stepping Stone: Exam question – Ai performer response on *The Crucible*

Stepping Stone: Exam question Bii director response on *The Crucible*

Milestone:

Exam questions from Section A on The Crucible – performer, director, designer

How you can support at home

Discuss the characters, plot, and contexts of *The Crucible* with the student

Discuss how the student would perform, design and direct extracts from *The Crucible*

Encourage the student to reflect on their written exam strengths and targets

Facilitate the student experiencing live theatre on a frequent basis

Summer Term