



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): Drama			Year group: 9	
Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Term 1	Developing Drama	<ul style="list-style-type: none">Recap the use of techniques-still image, transitions, thought tracking, direct address and narration as well as the application of vocal and movement skills as an actor.Pupils to use the above when structuring 5 scenes.Learn and develop some spontaneous improvisation	<ul style="list-style-type: none">CharacterisationWorking with othersCreating ideasEffective development and application of drama skills and techniquesEvaluation and analysis (verbal and written)	<p>Through regular performance assessment the following areas will be assessed:</p> <ul style="list-style-type: none">working with otherscharacterisation skillseffective use of strategies/elements/mediums of drama.





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			<ul style="list-style-type: none">• Effective development and application of drama skills and techniques• Evaluation and analysis (verbal and written)	<ul style="list-style-type: none">• Written evaluation of own/peer performance work.
Term 3 and 4	Performing texts. Exploration of a scripted play and rehearsal and performance of duologue.	<ul style="list-style-type: none">• How to carry out research to understand the genre, conventions, themes and context of a play text.• To understand and explore the acting style required.• The importance of considering the 5ws when working with a script and how the language used by the playwright helped to convey this• Learn how to express emotion as a scripted character and develop understanding of using objective/adjective/action technique.• How to build tension in performance• The importance in considering the genre, context and themes within a text and the acting style required.	<ul style="list-style-type: none">• Interpreting a script• Characterisation• Working with others• Learning and delivering lines• Effective development and application of drama skills and techniques• Evaluation and analysis (verbal and written)	<ul style="list-style-type: none">• Teacher/peer SIR assessment using whole class direction to respond to feedback and improve group work.• Performance assessment using KS3 criteria upon the following:<ul style="list-style-type: none">• working with others• characterisation skills• effective use of strategies/elements/mediums of drama.• Written evaluation of own/peer work• Teacher/peer SIR assessment using whole





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	Chair Duets	<ul style="list-style-type: none">• How to block a scripted scene considering in detail the 5ws and status.• How to create meaning in a scripted performance by exploring and applying gesture, facial expression, body language, use of space and use of voice to create a role.• The importance of learning lines for a scripted performance.• How to use SIR when evaluating their own and others scripted work. T• Run in conjunction with the Duologue scheme, the chair duet is based on the duologue that the pair have been given to perform and encourages them to explore movement as they learn the script.• Develop use of visual stimuli for devised drama work.• Learn about the conventions of chair duets.	<ul style="list-style-type: none">• Interpreting a script	<p>class direction to respond to feedback and improve group work.</p> <ul style="list-style-type: none">• Teacher/peer SIR assessment using whole class direction to respond to feedback and improve group work.
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		<ul style="list-style-type: none"> Develop understanding through the creation of paired chair duet. 	<ul style="list-style-type: none"> Characterisation Working with others Learning and delivering lines Effective development and application of drama skills and techniques 	<ul style="list-style-type: none"> Performance assessment using KS3 criteria upon the following: <ul style="list-style-type: none"> working with others characterisation skills effective use of strategies/elements/mediums of drama.
Term 5	Using Movement	<ul style="list-style-type: none"> Developing ability to work as part of a team. Developing movement skills when recreating and building on a piece of movement drama using the following: <ul style="list-style-type: none"> unison slow motion repetition canon choral movement interesting body movement/shapes. Considering and exploring how movement can create meaning in a drama scene. Learn to focus on movement to explore a theme or issue and create meaning in a devised drama piece. Effective target setting to improve movement skills. 	<ul style="list-style-type: none"> Movement characterisation Working with others Effective development and application of drama skills and techniques Performance skills (awareness of space, stage presence, communicating meaning to an audience) Evaluation and analysis (verbal and written) 	<ul style="list-style-type: none"> Teacher/peer SIR assessment using whole class direction to respond to feedback and improve group work. Performance assessment using KS3 criteria criteria. Upon the following: <ul style="list-style-type: none"> Performance assessment using KS3 criteria upon the following: <ul style="list-style-type: none"> working with others characterisation skills effective use of strategies/elements/mediums of drama. Written evaluation of own/peer performance work





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<p>Term 5 and 6 (On termly rotation)</p>	<p>Social Media</p>	<p>What social media is and its pros and cons.</p> <p>How to use an image, song and spoken word poem as a stimulus for interesting devised work.</p> <p>To further develop skills when working with others on a devised piece.</p> <p>How to use the drama techniques of still image thought tracking, choral speaking, flashback/forward, split scene, direct address and monologue to create interesting devised work.</p> <p>How devised drama can be used to explore, develop and deepen an understanding on the theme of social media.</p>	<ul style="list-style-type: none"> • Characterisation • Working with others • Applying techniques-still image, thought tracking, direct address, choral speaking, flashback/forward, split scene, direct address and monologue. 	<p>During rehearsals and a short group performance the following areas will be assessed:</p> <ul style="list-style-type: none"> • Input of creative ideas when responding to stimuli • Working with others. • Characterisation • Applying techniques to build atmosphere and mood • Confidence in performance <p>Pupils to complete a self-assessment on their input of creative ideas, working with others, characterisation skills, confidence in performance and use of techniques.</p> <p>Pupils will also be asked to reflect on how this topic has developed their understanding on social media.</p>
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