



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	Intro to drama Recap Consolidating knowledge and securing skills	<p>How to improvise in a new class dynamic both planned and spontaneous</p> <p>Ways to create and develop a character</p> <p>The importance of energy and confidence within performance</p> <p>The different stage configurations and how they affect the actor/audience relationship</p> <p>Revisiting and developing the use of:</p> <ul style="list-style-type: none"> • Flashback • Split Screen • Cross cutting • Conscience corridor • Soundscape • Breaking the freeze • Thought tracking 	<ul style="list-style-type: none"> • Characterisation • Working with other • Effective development and application of techniques and strategies 	<p>Through regular performance the following area will be assessed:</p> <ul style="list-style-type: none"> • Confidence in performance



Preparing students to stand shoulder to shoulder with their peers: locally, nationally and globally.



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Non-naturalistic
Drama

- Narration
- Direct address
- Physical theatre
- Externalising the conscience
- Hot seating
- Marking the moment

The difference between naturalistic and non-naturalistic drama

Developing understanding and use of the following techniques:

- Abstract still images
- Choral speaking and speaking in canon/repetition
- Synchronised movement
- Physical theatre and how this can be used within a script
- How to evaluate their own and others' work effectively using 'What you did. How you did it. Why you did it.

- Characterisation
- Working with other
- Effective development and application of non-naturalistic techniques
- Evaluation

Through regular performance the following area will be assessed:

Confidence in exploration and performance

Characterisation in exploration and performance

Creativity in exploration and performance





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	Guided Devising	<p>How to develop devising skills through the creation of a group non-naturalistic scene with guided instruction</p> <p>How to develop effective characterisation by use of gesture and phrases</p> <p>How to plan, create, develop, rehearse and perform their own non-naturalistic devised scene</p>	<ul style="list-style-type: none">• Characterisation• Effective development and application of non-naturalistic drama techniques• Working with others	<p>Through a devised performance the following areas will be assessed:</p> <ul style="list-style-type: none">• Characterisation• The use of techniques• Confidence in performance
Term 2 and 3	Stanislavski and naturalism	<p>Who Stanislavski was and how and why he developed the following ideas: The Given Circumstances The Magic if Objective and motivation</p> <ul style="list-style-type: none">• How to apply his techniques when creating a role for an improvisation• How to apply his techniques when developing a scripted character• How to create tension within a scripted performance	<ul style="list-style-type: none">• Characterisation• Working with others• Effective development and application of non-naturalistic techniques• Evaluation	<p>Through regular performance the following area will be assessed:</p> <ul style="list-style-type: none">• Confidence in exploration and performance• Characterisation in exploration and performance• Creativity in exploration and performance
	Performing texts	<p>To understand and explore the acting style required within the play.</p> <ul style="list-style-type: none">• How to block a scripted scene effectively		





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Exploration of scripted play extracts.

Rehearsal and performance of a scripted duologue.

Chair duets to explore and develop the use of movement in a scripted duologue

- The importance of considering the given circumstances when working with a script and how the language used by the playwright helps to convey this
- How to explore a character using hot seating, thought tracking and direct address
- 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.
- How to apply Stanislavski's emotion memory, the magic if and objective and motivation when developing a role
- How to build tension in a performance
- The importance of learning lines for a scripted performance
- How to evaluate their own and others' work effectively using 'What you did. How you did it. Why you did it.

During the performance of a scripted scene pupils will be assessed on the following:

- Characterisation
- Confidence in performance





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		<p>Chair Duets</p> <ul style="list-style-type: none">• Learn about the conventions of chair duets.• Develop their understanding of movement through the creation of paired chair duet.• How to apply the chair duet technique to develop movement skills within a scripted performance	<p>Movement characterisation</p> <p>Effective development and application of the chair duet technique</p>	
Term 4	Developing Physical theatre and devising skills	<ul style="list-style-type: none">• Retrieval of physical theatre and applying to a script• Developing physical theatre with the use of PUSH as a stimulus• Responding to stimuli• Recap of techniques• Create episodes for longer drama piece using ideas and techniques• Follow a devising check list• Evaluation - How to evaluate their own and others' work effectively using 'What you did. How you did it. Why you did it.	<ul style="list-style-type: none">• Communication of meaning to an audience through the use of Physical theatre• Effective development and application of Physical theatre• Creation of ideas and developing them further• Planning and structuring a creative and imaginative piece of drama• Evaluation	
Term 5 and 6	Social Media	Exploration of various styles and genre of theatre including Verbatim and Theatre in Education..	<ul style="list-style-type: none">• Characterisation• Creative writing• Effective application of	<ul style="list-style-type: none">• Teacher feedback and peer





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Evaluating professional theatre (via a live recording of a production)

How to devise, rehearse and perform a piece of drama, to educate themselves and younger students of the possible consequences of misuse or overuse of social media.

- Pupils will develop their understanding and ability to respond to stimuli material.
- How to create and develop different styles of script text.
- Pupils will develop their knowledge and practical application of different styles of theatre.
- How to evaluate their own and others' work effectively.
- Pupils will understand what contributes to professional live theatre-acting, costumes, lighting, sound and stage design.
- Pupils will begin to evaluate the effectiveness of these elements by focusing on what was done, how and why.

- naturalistic and non-naturalistic techniques
- Evaluation

- Evaluation and analysis of some key scenes using specific drama terminology.

evaluation during the development and rehearsal process.

- Teacher assessment of final performance
- Pupils will also be asked to reflect on how this topic has developed their understanding on social media.
- Peer, self and teacher assessment of their evaluation skills.

