

Year 9 Drama

In Year 9, students who have chosen the subject are introduced to methods of working that will feed into the GCSE drama course in Year 10. Through the use of a range of stimulus material, students are challenged to explore a range of issues creatively, as well as exploring a full play in detail and devising their own performances. Through this work, students will take on the roles of performer, director and designer, as well as analysing live performance.

Methods of deepening and securing knowledge:

Interleaving	Throughout the year, skills from previous year groups are revisited and further developed.
Elaboration	Through the process of practical exploration, students constantly extend and elaborate on new skills and concepts.
Concrete examples	Clear examples are regularly used to consolidate understanding, with their use as stimulus, during development, or as examples of good practice.

	Autumn term 1	Autumn term 2	Spring term 1
Topic(s)	<p>Family Exploration of a range of stimulus connected to the theme of family Students are introduced to a range of starting points to develop performance work and consolidate learnt skills and develop new techniques:</p> <ul style="list-style-type: none"> • Use of music, images, poetry, playscript and news stories as stimulus. • Begin to explore historical and social context in performance. • Develop group dynamics and collaborative skills. • Reinforce the self-discipline required to achieve. 	<p>Mask Introduction to the skills and disciplines involved in mask work Students develop the awareness and physical skills central to successful mask work:</p> <ul style="list-style-type: none"> • Development of focus skills to engage an audience. • Exploration of ensemble work through white mask sequences. • Extension of physical characterisation through the use of trestle masks in devised physical performances. 	<p>Blood Brothers An exploration of a complete play to introduce the perspectives of performer, director and designer Students study the play through practical work and development of key scenes:</p> <ul style="list-style-type: none"> • Development of characterisation skills, looking specifically at presenting roles over time. • Investigation of style and form in the script. • Interpretation of text into performance, how stage directions inform action.

Assessment	Working Mum poem performance. Words scripted performance. Mini devising task.	White mask ensemble performance. Doctor's Waiting Room masked performance.	I Wish I Was Our Sammy Group performance. Mickey and Eddie Meeting Duologue. Christmas scene. Final scene performance.
CEIAG <i>(Careers that are linked to that topic)</i>	Exploration of the role of performer in creating and developing roles. Identification of how playwrights create meaning through their selection of words.	Direct links to Trestle Theatre Company who are specialists in theatrical mask work. Investigation of designer roles and their significance in visual performance work.	Building on the understanding of the actor/director/playwright/designer relationship in production. Direct investigation of Willy Russell as playwright and his process. Use of clips to analyse professional performance.

	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p>Devising Creation, development and performance of an original piece of drama from a given stimulus</p> <p>Working in performance groups, students work through the process of creating an original piece of drama for performance. Students also develop their ability to record the process of development.</p> <ul style="list-style-type: none"> • Generating and researching ideas. • Creating original characters and plot. • Exploring form and structure. • Devising new material. • Recording the development process. 	<p>Devising Continued development, rehearsal and refinement of an original piece of drama for performance</p> <p>Continuing to work in their performance groups, students develop the skills required to refine and improve performance for presentation.</p> <ul style="list-style-type: none"> • Rehearsal and refinement of devised material. • Development of script and structure. • Exploration of design elements to enhance performance. • Performance of the final production. • Evaluation and analysis of their own and others' performance. 	<p>Scripted Performances In pairs or threes, students study a scene from a play and develop this for performance</p> <p>Through this, students build on their Family and Blood Brothers work to develop characters from a script and present them in performance.</p> <ul style="list-style-type: none"> • Character analysis. • Interpretation of script. • Collaborative work. • Line learning. • Analysis of character and play. • Performance of the scripted scene. • Evaluation of performance.
Assessment	Devised performance process. Written responses to process questions. Contribution to the development process.	Final devised performance. Performance self-evaluation.	Performance rehearsal. Character analysis. Scripted performance. Scripted performance self-evaluation.
CEIAG <i>(Careers that are linked to that topic)</i>	Developing the role of deviser and their impact on the shape of performance.	Developing the role of deviser and their impact on the shape of performance.	Developing the understanding of the playwright's impact through investigation of intention. Performer's role in the interpretation of script.

Independent Study

In Year 9, independent study is designed to develop the students' understanding of their practical work and extend their ability to analyse their creative choices. Independent study is likely to be written analysis and evaluation work, as well as line learning for performance.