



Curriculum Map: Year 9

Subject: Drama & Dance

Curriculum Map: Year 9 Performing Arts

<p>Topic</p>	<p>Key Knowledge <i>What will all students KNOW by the end of the topic?</i></p>	<p>Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i></p>	<p>Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i></p>
<p>Teechers by John Godber</p>	<ul style="list-style-type: none"> • Understand the play Teechers by John Godber (Social and cultural issues) • Understanding of the characters, the events and the issues explored <ul style="list-style-type: none"> • Multi-rolling • Comedy • Choral speech • Actor/audience rapport • Analysis of text • Dramatic intention/purpose • Line learning • Narration 	<ul style="list-style-type: none"> • Apply Drama strategies to explore characters and multi-rolling in a play text. • Recognise how directors, designers and /or performers communicate meaning through drama. • Direct address communication skills of an actor to an audience • Developing skills in script writing using role play • To recognise and use drama strategies, mediums and elements in creating a comedy scene • To understand and demonstrate how to develop own and others' work 	<p>Apply theatrical skills to realise artistic intentions in live performance</p> <p>Perform a short scene from the text Teechers by John Godber</p> <p>Students will be assessed on the physical and vocal skills</p> <p>Students will be assessed using the AHCC year 9 levelling criteria</p>
<p>DNA by Dennis Kelly</p>	<ul style="list-style-type: none"> • Investigate the moral dilemma in the text • Students will explore the creation of tension for an audience using acting and technical skills • Students will develop an understanding of the various types of staging • Using key vocabulary in responses to others practical work 	<ul style="list-style-type: none"> • Investigate the moral dilemma in the text • Students will develop an understanding of the various types of staging <p>Creation of character using the following skills:</p> <ul style="list-style-type: none"> • Facial Expressions • Body Language • Gesture • Dramatic Tension 	<ul style="list-style-type: none"> • Perform or design a key scene from the text • Creation of a verbal evaluation of their contribution to the performance • Write an evaluation of students' own contribution to the performance <p>(Criteria will be based on the EDUCAS Comp 2 performance criteria)</p>

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	<ul style="list-style-type: none"> To create a lighting/staging design for a scene from a text Perform or design a key scene from the text Staging: Proscnium Arch, Traverse, Theatre in the Round, End on. 	<ul style="list-style-type: none"> Stage Combat <p>Design a simple stage design using lighting, sound, use of space.</p>	<p>Students will be assessed using the AHCC year 9 levelling criteria</p>
Theatre in Education	<p>Students will know and understand how the following terms can be used to deliver a clear message to children’s audience using Theatre in Education</p> <ul style="list-style-type: none"> The five key elements of every scene, Act, Setting, Agents, Purpose and Agency Teamwork, respect and discipline Leadership Devising the content and the chosen audience Hot-seating Targeted still images Stereotype Lazzi Stock Characters Timing Physicality 	<ul style="list-style-type: none"> To demonstrate how we use body language and gesture to create a sense of location. To demonstrate how we can use hot seating to develop an audience’s understanding of characters and issues. To understand and explore how we use marking the moment in a performance. To demonstrate how we use forum theatre to further peoples understanding of characters and issues Spontaneous Impro Rehearsed Impro Mime Mask Marking the moment Forum theatre 	<ul style="list-style-type: none"> This is a project-based unit where students are guided through establishing a stimulus for performance, developing a narrative using all the usual drama forms associated with TIE into a live performance. Students will be assessed on their ability to both create and perform drama for a targeted audience <p>Students will be assessed using the AHCC year 9 levelling criteria</p>
Hillsborough: Devising Drama	<ul style="list-style-type: none"> Research undertaken and how this has informed the development of drama How to develop an idea to progress from a simple to a more complex stage How to plan, create and structure drama 	<ul style="list-style-type: none"> Use research to inform creative decisions when devising drama Examine the social, cultural or historical context of The Hillsborough Disaster 	<p>Learners should work collaboratively to create, develop, perform and evaluate their own piece of devised drama using The Hillsborough Disaster as a stimulus.</p>

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	<ul style="list-style-type: none"> • How workshops can move the development of the performance forward • How to rehearse in preparation for a performance to an audience • How to make plans for the structure and form • How to edit and adapt the work in progress as a result of new ideas or the development of the drama • How to examine the process of creating drama and measure the impact on an audience • How to communicate meaning to an audience through engaging drama 	<ul style="list-style-type: none"> • Explain how research has impacted on their artistic intention • Show the progression of their idea from initial thoughts to the realised form • Select ideas to create engaging drama • Clearly document the development of the performance during the devising process • Plan for effective use of rehearsals • Refine and amend work throughout the devising process so that clear dramatic intentions are communicated to the audience • Analyse and evaluate decisions and choices made during the process of creating drama • Explain the changes made to their drama with reference to their artistic intention and explain the intended impact on the audience • Evaluate their final piece of devised drama • Use accurate subject-specific terminology 	<p>Students will be assessed using the AHCC year 9 levelling criteria</p>
<p>Creating a character Stanislavski</p>	<ul style="list-style-type: none"> • Stanislavski techniques • Stanislavski historical • Creating a script book • Using stage geography • Blocking • Developing character profiles • The given circumstances • Motivation • Objectives – units, beats and transitive verbs • Subtext • Emotion memory • Magic If 	<ul style="list-style-type: none"> • The importance of effective characterisation. • Apply Stanislavski techniques to experiment with characterisation • Students will learn a chosen monologue be provided and how to apply the process of characterisation and the basic Stanislavskian techniques to their piece. • Skilfully analyse performance and reflect on ways to develop their characters further. 	<p>Students confidently perform realistic and sustained character demonstrating:</p> <ul style="list-style-type: none"> • effective acting skills • effective synthesis of: • script analysis • character • elements of drama • stagecraft • dramatic meaning. <p>Students will be assessed using the AHCC year 9 levelling criteria</p>

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	<ul style="list-style-type: none"> • Personal Props • Circles of Concentration • Considering timing, action/reaction, tempo. 		
<p>Theatre Styles</p> <p>Comedy and Commedia dell'arte</p>	<p>To develop a character from physical elements</p> <p>To use a mask and develop characterisations</p> <p>To develop more confidence for performance.</p> <p>To develop a character using a mask</p> <p>To develop a commedia dell'arte scenario</p> <p>To develop the scenario including some lazzi.</p> <p>Understanding improvisation?</p> <p>How improvisation help us become a better actor</p> <p>Semiotics and status</p> <p>Use your voice to portray Arleccino, Pantolone, Brigella, Capitano?</p> <p>How can you break the fourth wall?</p> <p>Modern day programmes which use the slapstick style of Commedia</p>	<ul style="list-style-type: none"> • To understand and use clocking the audience and passing the focus • I can use staging, lighting and sound to enhance key moments in my comedy scene • Can perform using physical & vocal skills needed to create comedy in the style of Commedia Dell Arte • Perform using spontaneous improvisation and can use the skill to develop a comedy scene • Demonstrate the skill 'cross talk' in an improvisation 	<p>To develop a commedia dell'arte scenario. using scripted and spontaneous improvisation</p> <p>Develop a comedy character based on Commedia dell'arte techniques.</p> <p>Students will be assessed using the AHCC year 9 levelling criteria</p>