



**Curriculum Map: Year 9**

**Subject: Drama & Dance**

**Curriculum Map: Year 9 Performing Arts 2023 - 24**

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	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>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
DNA by Dennis Kelly	<ul style="list-style-type: none"> <li>Investigate the moral dilemma in the text</li> <li>Students will explore the creation of tension for an audience using acting and technical skills</li> <li>Students will develop an understanding of the various types of staging</li> <li>Using key vocabulary in responses to others practical work</li> <li>To create a lighting/staging design for a scene from a text</li> <li>Perform or design a key scene from the text</li> <li>Staging: Proscnium Arch, Traverse, Theatre in the Round, End on.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the moral dilemma in the text</li> <li>Students will develop an understanding of the various types of staging</li> </ul> <p>Creation of character using the following skills:</p> <ul style="list-style-type: none"> <li>Facial Expressions</li> <li>Body Language</li> <li>Gesture</li> <li>Dramatic Tension</li> <li>Stage Combat</li> </ul> <p>Design a simple stage design using lighting, sound, use of space.</p>	<ul style="list-style-type: none"> <li>Perform or design a key scene from the text</li> <li>Creation of a verbal evaluation of their contribution to the performance</li> <li>Write an evaluation of students' own contribution to the performance</li> </ul> <p>(Criteria will be based on the EDUCAS Comp 2 performance criteria)</p> <p>Students will be assessed using the AHCC year 9 levelling criteria</p>
Lizzie Borden	<ul style="list-style-type: none"> <li>Students will work on the rehearsal process and the development of techniques which enable a play to be performed.</li> <li>Students working towards devising a Drama based on Truth.</li> <li>Students will learn how Dramatic techniques can improve the quality of</li> </ul>	<ul style="list-style-type: none"> <li>Develop music can cues to change mood and location for an audience</li> <li>Use spontaneous improvisation to deepen understanding of character</li> <li>Create still images using semiotics and imagery</li> <li>Worked as a team to solve a real-life murder mystery</li> </ul>	<p>Perform a devised drama exploring the life of Lizzie Borden including:</p> <ul style="list-style-type: none"> <li>Still images &amp; smooth transitions</li> <li>Creative use of Semiotics</li> <li>Focus in performance</li> <li>Collaboration and Contribution</li> </ul>

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	<p>the work and begin to see how the process of Drama is integral to its final success</p> <ul style="list-style-type: none"> <li>• Have experience of exploring characterisation through physicality</li> <li>• Social and historical context of the play A Memory of Lizzie</li> <li>• Understand the importance of not blocking</li> <li>• Recognise the skills needed to create a safe and imaginative spontaneous improvisation.</li> <li>• Understand and explain Freytag's Structure</li> <li>• Explain the term Given Circumstances</li> <li>• Understand how parts can be doubled up logically and truthfully to the playwright's intention</li> </ul> <p>Spontaneous Improvisation, Mime, Blocking, Collaborate, Still Image, Creativity, Exposition, Rising action, Climax, Falling action, Denouement, Direct address, Narration, Montage, Cross-cutting, Still image, Transitions to movement, Lighting and sound</p>	<ul style="list-style-type: none"> <li>• Used mark the moment to highlight dramatic moments in a drama</li> <li>• Apply Freytag's Structure and applied it to the play A Memory of Lizzie.</li> <li>• Create a montage of the play that depict Freytag's Structure and begin to understand how parts can be doubled up logically and truthfully to the playwright's intention.</li> <li>• Have applied knowledge to character depiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of artistic intention</li> </ul> <p>Students will be assessed using the AHCC year 9 levelling criteria</p>
<p>Punchdrunk theatre</p>	<ul style="list-style-type: none"> <li>• Actor/audience rapport</li> <li>• Dramatic intention/purpose</li> <li>• Radical promenade</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how directors, designers and /or performers communicate meaning through drama.</li> </ul>	<p>Students will create a 90 second immersive experience called 'Red' for a year 7 audience</p>

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	<ul style="list-style-type: none"> <li>• Felix Barrett</li> <li>• Immersive theatre</li> <li>• Mood</li> <li>• Atmosphere</li> <li>• Proxemics</li> <li>• Semiotics</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Direct address communication skills of an actor to an audience</li> <li>• Create a simple character appropriate to the story</li> <li>• Effectively use silence, stillness and focus in a still image to create tension for an audience</li> <li>• Use facial expression to show the senses/emotions</li> <li>• Emotionally affect the audience using still image and silence</li> <li>• To deeply understand theatrical techniques associated with Punchdrunk.</li> <li>• Understand the term semiotics and apply this to a devised drama</li> <li>• Develop a clear character in the world of 'Red' using dialogue and narration</li> </ul>	<p>Students will clearly use the techniques of Punch-Drunk Theatre Company</p> <ul style="list-style-type: none"> <li>• Specific lighting fx and cues</li> <li>• Make up application</li> <li>• Fully developed characters and backstory</li> <li>• Developed audience role and integration into performance</li> <li>• Clear sense of atmosphere using all design skills</li> </ul> <p>Students will be assessed using the AHCC year 9 levelling criteria</p>
<p>Theatre in Education</p>	<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"> <li>• The five key elements of every scene, Act, Setting, Agents, Purpose and Agency</li> <li>• Teamwork, respect and discipline</li> <li>• Leadership</li> <li>• Devising the content and the chosen audience</li> <li>• Hot-seating</li> <li>• Targeted still images</li> <li>• Stereotype</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate how we use body language and gesture to create a sense of location.</li> <li>• To demonstrate how we can use hot seating to develop an audience’s understanding of characters and issues.</li> <li>• To understand and explore how we use marking the moment in a performance.</li> <li>• To demonstrate how we use forum theatre to further peoples understanding of characters and issues</li> <li>• Spontaneous Impro</li> <li>• Rehearsed Impro</li> <li>• Mime</li> <li>• Mask</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will be assessed on their ability to both create and perform drama for a targeted audience</li> </ul> <p>Students will be assessed using the AHCC year 9 levelling criteria</p>

**Curriculum Map: Year 9**

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	<ul style="list-style-type: none"> <li>• Lazzi</li> <li>• Stock Characters</li> <li>• Timing</li> <li>• Physicality</li> </ul>	<ul style="list-style-type: none"> <li>• Marking the moment</li> <li>• Forum theatre</li> </ul>	
Hillsborough: Devising Drama	<ul style="list-style-type: none"> <li>• Research undertaken and how this has informed the development of drama</li> <li>• How to develop an idea to progress from a simple to a more complex stage</li> <li>• How to plan, create and structure drama</li> <li>• How workshops can move the development of the performance forward</li> <li>• How to rehearse in preparation for a performance to an audience</li> <li>• How to make plans for the structure and form</li> <li>• How to edit and adapt the work in progress as a result of new ideas or the development of the drama</li> <li>• How to examine the process of creating drama and measure the impact on an audience</li> <li>• How to communicate meaning to an audience through engaging drama</li> </ul>	<ul style="list-style-type: none"> <li>• Use research to inform creative decisions when devising drama</li> <li>• Examine the social, cultural or historical context of The Hillsborough Disaster</li> <li>• Explain how research has impacted on their artistic intention</li> <li>• Show the progression of their idea from initial thoughts to the realised form</li> <li>• Select ideas to create engaging drama</li> <li>• Clearly document the development of the performance during the devising process</li> <li>• Plan for effective use of rehearsals</li> <li>• Refine and amend work throughout the devising process so that clear dramatic intentions are communicated to the audience</li> <li>• Analyse and evaluate decisions and choices made during the process of creating drama</li> <li>• Explain the changes made to their drama with reference to their artistic intention and explain the intended impact on the audience</li> <li>• Evaluate their final piece of devised drama</li> <li>• Use accurate subject-specific terminology</li> </ul>	<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> <p>Students will be assessed using the AHCC year 9 levelling criteria</p>
Creating a character Stanislavski	<ul style="list-style-type: none"> <li>• Stanislavski techniques</li> <li>• Stanislavski historical</li> <li>• Creating a script book</li> <li>• Using stage geography</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of effective characterisation.</li> <li>• Apply Stanislavski techniques to experiment with characterisation</li> </ul>	<p>Students confidently perform realistic and sustained character demonstrating:</p> <ul style="list-style-type: none"> <li>• effective acting skills</li> <li>• effective synthesis of:</li> </ul>

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	<ul style="list-style-type: none"><li>• Blocking</li><li>• Developing character profiles</li><li>• The given circumstances</li><li>• Motivation</li><li>• Objectives – units, beats and transitive verbs</li><li>• Subtext</li><li>• Emotion memory</li><li>• Magic If</li><li>• Personal Props</li><li>• Circles of Concentration</li><li>• Considering timing, action/reaction, tempo.</li></ul>	<ul style="list-style-type: none"><li>• Students will learn a chosen monologue be provided and how to apply the process of characterisation and the basic Stanislavskian techniques to their piece.</li><li>• Skilfully analyse performance and reflect on ways to develop their characters further.</li></ul>	<ul style="list-style-type: none"><li>• script analysis</li><li>• character</li><li>• elements of drama</li><li>• stagecraft</li><li>• dramatic meaning.</li></ul> <p>Students will be assessed using the AHCC year 9 levelling criteria</p>
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