

# Year 9 Drama- Long Term Planning

## Intent/ Sequence of Learning

### Term 1a- Sarah's Story

#### Students should be able to:

- empathise with a variety of a range of characters situations- 'walking in someone else's shoes'
- explore negative aspects of gossip and judgement, using the language of specific characters
- select appropriate elements of mime to build tension and narrative
- use the rehearsal technique of hot seating to build characters
- identify and apply Stanislavski's technique of 'emotion memory'
- identify key skills of a successful monologue and apply some of these skills to performance
- recall and apply the key skills of a split scene to explore family conflict
- plan, rehearse and review an extended assessed performance focused on structural devices.

#### Cross Curricular:

Literacy: reading strategies/ questioning skills

PSHE: empathy, tolerance, mutual respect

### Term 1a- Gresford Disaster

#### Students should be able to:

- identify and demonstrate key contextual features in an historical drama
- understand a character's cultural position selecting vocal and physical skills that demonstrate this in performance
- use stereotypical characterisations, linked to the practitioner John Godber
- plan the use of cross cutting to emphasise the differences between the social classes
- identify and apply some features of Brecht's political drama
- understand the effect of sound and lighting to enhance atmosphere in performance
- create a whole class ensemble mime, selecting stylised physical skills, with appropriate pace

#### Cross Curricular Links:

History: factual historical event

### Term 2a- Abstract

#### Students should be able to:

- recognise and use features of stylised and abstract drama to demonstrate distorted reality
- intensify and heighten tension using specific techniques
- summarise and design appropriate lighting, using key vocabulary
- select and perform appropriate physical and vocal techniques to communicate emotion in a stylised manner
- use an object in a symbolic way to devise abstract drama for assessment, selecting appropriate techniques.

#### Cross Curricular Links:

Music: use of music to create atmosphere.

## **Term 2b- Those were the Days**

### **Students should be able to:**

- summarise key historical events of modern British history
- demonstrate the skills that place the character in a specific moment in history
- identify and use features of letter writing to create a monologue to show the internal thought of a character
- perform monologues using some appropriate vocal and physical techniques
- interpret and perform script, in the style of a 1940's advert
- build a montage of historical drama events, evaluating the impact of the montage
- discuss the advantages and disadvantages of social media and present, adapting vocal and physical skills to communicate a clear message
- understand how motif could be used to link ideas together.

### **Curriculum Links:**

English: letter writing

History: modern British history

Cross Curricular: British values

## **Term 3a- Little Boxes**

### **Students should be able to:**

- respond to a musical stimulus to devise drama
- discuss the cultural context of the stimulus
- use colour symbolism to develop character, relationship and atmosphere
- employ clichéd movements and phrases to develop a mechanical motif
- use naturalism to show private/ public behaviour
- analyse the use of verbal and physical skills
- recall and apply some Frantic Assembly techniques to explore relationship
- select the most relevant structural devices to build the narrative of their character family
- evaluate the impact of their choices on the audience.

### **Cross Curricular:**

PSHE: relationships

## **Term 3b- Scripted Text & Set Design**

### **Students should be able to:**

- understand the genre of verbatim script
- use exaggerated stereotypical characters for the purpose of creating comedy
- identify challenges within a script and select the most effective drama devices to resolve these challenges
- define what an artistic vision is (link to message/ concept)
- work with a clear director's vision, selecting appropriate scenes and styles
- sustain a character throughout the extended performance
- evaluate the impact of the performance

### **Cross Curricular Links:**

PSHE: drink driving/ healthy living/

Cross Curricular: rule of law

English: reading strategies