

# Year 9 Drama- Long Term Planning

## Intent/ Sequence of Learning:

### Unit 1- Sarah's Story- Refining Techniques

#### 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'
- recall and apply the key structural techniques of a split scene, flashback, cross cutting to explore family conflict
- plan, rehearse and review an extended assessed performance focused on structural devices.

#### Cross Curricular:

PSHE: empathy, tolerance, mutual respect

### Unit 2- The Gresford Disaster- Practitioners

#### Students should be able to:

- identify and demonstrate key contextual features in an historical drama, exploring social class
- understand a character's cultural position selecting vocal and physical skills that demonstrate this in performance
- Identify and explore features of Stanislavski's theatre
- identify and apply some features of Brecht's political drama
- understand the effect of sound and lighting to enhance atmosphere in performance
- Explore and apply Frantic Assembly techniques

#### Cross Curricular Links:

History: Study of historical event- focus on bias reporting

### Unit 3- Analysing Theatre

#### Students should be able to:

- Recap and identify features of Children's Theatre
- Explain and analyse how a character has been created
- Explain, analyse and judge design decisions
- Identify a director's artistic vision
- Evaluate how well the artistic vision is created for the audience.

#### Cross Curricular Links:

Music: use of music to create atmosphere.

## **Year 9: The Role of the Director**

Year 9 schemes of work are designed to:

- Reinforce the roles of the actor and designer
- To develop awareness of the role of the director and the idea of intended effect/ artistic vision
- To develop the students' understanding of genres in drama, exploring abstract techniques and styles and the use of mask
- To apply knowledge of a range of Practitioners, Stanislavski, Brecht and Frantic assembly as a way of engaging an audience and creating an intended effect
- To evaluate the artistic vision of a director, using a filmed theatre recording
- To work with script from the view of an actor, designer and director