

## Year 9 Drama Curriculum Review

### Areas of Learning

- Physical theatre/Chorus
- Shakespeare text: e.g. Romeo and Juliet
- Poetry in performance
- Creating, adapting and sustaining roles for performance
- Devising from different stimuli (e.g. a poem or excerpt from a book)
- Writing in response to performance (e.g. evaluations, writing in role, poetry)
- Scripting
- Reading and performing scripts
- Evaluating and applying knowledge and understanding
- Understanding different dramatic conventions/theatrical traditions

### Approaches to learning

- Examining historical context, character presentation and relationships (e.g. in Romeo and Juliet)
- Activity related drama warm ups
- Working in groups to create freeze frames, soundscapes, mind traps, mime sequences, short improvisations
- Working in groups to direct and perform pieces of script
- Hot-seating and thought-tracking
- Reading and performing poems and scripts as a chorus and individually
- Responding to text/drama through various forms of writing (script, letters, diaries)
- Working in pairs/groups to prepare and perform devised and extracts from scripted plays
- Responding to performances: To evaluate a piece of drama taking into account atmosphere, staging pace, movement, gesture and delivery of lines and the needs of an audience

### Examples of learning

Whole class participates in chorus warm up exercise and discusses the elements required for an effective chorus performance. In groups of four pupils prepare and perform Lord Byron poem 'Fare Thee Well' as a piece of chorus.

Reading Act III Scene V (edited) from Romeo and Juliet in groups of three and assigning character status numbers from 1-10 to each character. Scenes are performed and audience predicts each character's 'number, discussing effectiveness and relevance each interpretation.

### References

*National Curriculum for England 2014 – English KS3*

*Drama in schools: Arts Council England*

*The RSC Shakespeare Toolkit for Teachers*

