

Curriculum Overview: Drama- Year 9

Year 9 students follow an Arts carousel and rotate Art, Music and Drama lessons each term. The students will study one longer unit and two shorter units per year in Drama and this will rotate according to the carousel timetable.

	YEAR 9 DRAMA			
	<i>Unit 1a</i>	<i>Unit 1b</i>	<i>Unit 2</i>	<i>Unit 3</i>
Topic Title	Shakespeare & Stage combat	Gender and Representation Challenging prejudice and stereotypes <u>*Cross curricular unit with Music</u>	Theatre in Education (T.I.E)	Hamilton

<p>Key Skills and Content</p>	<ul style="list-style-type: none"> • Introduction to William Shakespeare • Study of Shakespearean language and how this can be translated to Modern day English. • Focus on one of Shakespeare’s most famous plays Romeo and Juliet • Stage Combat techniques • Creating tension for performance • Working with scripts • Use of proxemics • Communicating emotion through vocal and physical skills • Line learning 	<ul style="list-style-type: none"> • Gender representation in Shakespeare • Women in Elizabeth era • The role of the witches in Macbeth • Lady Macbeth • Feminist Theatre • Twelfth Knight • Mistaken Identity • Use of design elements • Revision of practical storyboarding. • Cross curricular Music project. (3 weeks) 	<ul style="list-style-type: none"> • Non-naturalism • Brecht-didactic/epic theatre • Political theatre • Devising • Audience/actor relationship • Choosing appropriate genre • Scripting and devising monologue and soliloquy. • Incorporating a message into performance. • Research an audience. • Pantomime 	<ul style="list-style-type: none"> • Study of an Award-Winning Musical Theatre • Spoken Word and Song • Musical Theatre Techniques • Theatre Roles • Set • Costume • Lighting • Rhythm • Rap • Period Drama • Improvisation • Working with scripts and scores
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<p>Summative Assessment</p>	<p>BASELINE ASSESSMENT In small groups, students will perform an extract from Shakespeare’s Romeo and Juliet. They will need to choreograph their own stage combat sequence as part of their performance and explore different ways in which they can use their vocal and physical skills to create a sense of tension for the audience in this performance. A short evaluation should be written to support the practical task.</p>	<p>Watch stimulus video. Each group must create a practical storyboard and a design concept (set/costumes) for a Music video to this track which explores gender roles. You may wish to base the narrative around one of the characters or practitioners that you have studied in your Music or Drama lessons. The Music video may be narrative, or montage based but must fit the theme of ‘breaking free’. The submission of the video should be supported by a written evaluation.</p>	<p>In small groups create a piece around an issue that could be shared with a younger year group. The message of the piece must be clear and performed within an appropriate genre. At least 4 non-naturalistic techniques should be used to communicate the message. A short evaluation should be written to support the practical task.</p>	<p>In small groups, you will perform several extracts from the musical Hamilton throughout this unit. We will also explore Musical Theatre techniques and theatre roles. We will watch parts of the musical and analyse the performance skills the actors use as well as focusing of the design elements of the production including set, costume, and lighting. A short evaluation should be written to support the practical tasks.</p>