



Year 9



St Francis' Drama Curriculum Intent

Nil Satis Optimum; the intent of the Drama curriculum is to encourage a love of theatre, creativity and connection with an audience through performance. Our students will develop the valuable transferable skills of self-reflection, empathy and the ability to work in a team. Our curriculum develops both the physical and vocal discipline of page to stage as well as supporting the synthesis and development of original ideas.





Year 9



<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
<u>Devising from a stimulus</u> Learning and practicing the basic skills for creating and performing	<u>Physical Theatre</u> Understanding non-naturalistic performance techniques and developing devising work.	<u>Too Much Punch for Judy</u> Reading through and staging a play, performing an extract for assessment.
<i>No formal assessment in this Unit</i>	Performance Marked	Performance Marked

Links to Catholic Pupil Profile	<p>Our students will learn to be compassionate and loving through the study of character's backgrounds, experiences and lives. Our students will be pushed to not judge people superficially but to explore why they are the way they are.</p> <p>Our students will be learned and wise through continuous assessment and feedback, being pushed to achieve their full potential in a supportive environment where making mistakes is a vital part of the learning process.</p> <p>Our students will be curious and active as they explore the lives of others, both those who are like us and those who are not, both fictional and non-fictional. The stories we create and learn about capture our student's imagination.</p>
Building on prior learning	Building on the physical, vocal and staging skills learnt in Year 7 and Year 8 for performances. Developing, practicing and adding to bank of theatre conventions learn in Year 7 and 8.
Key vocabulary students must know (Tier 2 words – academic, tier 3 words – subject specific)	Identify, describe, evaluate, assess, explore, discover and devise. facial expressions, gestures, posture, stance, movement, pitch, pace, pause, tone, diction, accent, volume. cross-cutting, one-word drama, total theatre, mime, non-naturalism, naturalism, thought-tracking, narration, soundscape, verbatim theatre, physical theatre, tension
Cross curricular links	Citizenship – Students will learn about and explore the dangers of drink driving and binge drinking in <i>Too Much Punch for Judy</i> . They will also explore social issues that are important to them by creating a piece of theatre on a topic of their choice in the Devising GCSE lessons.
Enrichment and Extracurricular opportunities	Theatre trips, Drama club and school shows.
Positive impact on personal development (SMSC)	Exploring other cultures through stories. Developing spiritual side of students through discussions on social issues. Exploring moral judgements by putting ourselves in others' shoes. Exploring our own culture and others' culture compassionately through linking theatre with film, television, and history.
Links to next year	The Devising GCSE topic directly relates to the Component 2 of the GCSE Drama. It will allow students to stretch their creativity skills as well as work as a team, being decisive and ultimately creatively communicating with an audience. The performance of an extract of <i>Too Much Punch For Judy</i> directly relates to the Component 3 exam for GCSE Drama. The Physical Theatre and Stage Combat learning will also equip students to creatively stage their two GCSE performances.



Year 9



Unit of work	Brief description of unit	Big Question	Small Questions	Assessment opportunities
Unit 1 <i>Devising from a stimulus</i>	Learning and practicing the basic skills for creating and performing	What is Drama? What is devising? How do I devise from a stimulus?	How do Drama activities help develop my communication skills? How do I devise from a stimulus? How can I use my vocal and physical skills to create a believable character? How do I use theatrical techniques to develop my work? How can I create a performance based on the themes explored in a song? Why is it important to consider the aims and objectives of a piece? What does a performance need to be successful? How do I analyse another person's performance?	No formal assessment in this unit. Students will have small performances most lessons
Unit 2 <i>Physical Theatre</i>	Understanding non-naturalistic performance techniques and developing devising work.	What is Physical Theatre?	How do I create a scene that uses push hands and mirroring effectively? How do I move as a chorus? What is total theatre and how can this be rehearsed? What are the basics of creating chair duets and can I effectively create a piece to music? To practice different types of lifts safely.	Final assessment of learning at end of Unit – marked. Students will have small performances most lessons
Unit 3 <i>Too Much Punch for Judy</i>	Reading through and staging a play, performing an extract for assessment.	How do I put page to stage? How to use different dramatic strategies to explore a published play.	What are the central issues of the play, Too Much Punch for Judy? How to engage the audience for the night out scene and change the atmosphere dramatically. How to stage the crash scene using total theatre. What are soundscapes and how can I use these to develop my total theatre scene? How to create a naturalistic and emotive performance of giving the news. How to create a naturalistic and emotive performance of giving the news.	Final assessment of learning at end of Unit – marked. Students will have small performances most lessons