



St George's School
English and Drama Faculty
Year 9 Curriculum Map for DRAMA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p>Devising Drama</p> <p>Students work in groups to create and develop their own piece of sustained theatre, using a single stimulus as their starting point.</p> <p>It is intended that this year starts introducing students to how GCSE Drama is different to Lower School.</p>	<p>Live Theatre</p> <p>Introducing students to Analysis and Evaluation of a filmed Live Theatre production</p> <p>Exploring how performers can use a range of skills to convey character.</p> <p>Explore how audiences respond to performances.</p>	<p>The 39 Steps</p> <p>Practical exploration of full length play, focusing on interpretation, genre and style.</p> <p>Evaluating interpretation of Digital Theatre production</p>		<p>Comedy</p> <p>Wider exploration of the genre, building on concepts studied in The 39 Steps, and expanding to encompass different forms - from stand up to the sketch show.</p>	<p>Acting for TV</p> <p>Exploring differences between acting on stage and acting on screen.</p> <p>Identifying needs of performance space and how impacts on skills required</p>
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p>	<p>Students start by exploring improvisation as a specific device used to create Theatre.</p> <p>They are then introduced to the concept of devising from a single stimulus - exploring different types of material and generating ideas that might be developed further into a performance piece.</p> <p>Finally, they are presented with a stimulus which they then use to create their own original piece.</p> <p>In this unit, we place an emphasis on creativity and collaboration.</p>	<p>The scheme starts with students reflecting on Film and Television they like, before moving on to performers and different roles they portray.</p> <p>Students then explore how actors convey character through the use of performing skills.</p> <p>Students then think about how they respond to performance as an audience - both individually and collectively.</p>	<p>Builds on the Year 8 scheme of reading and interpreting a play through practical exploration of text.</p> <p>Introduces concepts of style and genre, and how these impact on interpretation and performing skills.</p> <p>Starts with exploring genre and comedy before identifying conventions in the text.</p> <p>Series of workshops based on key scenes from the play, working through text in chronological order.</p> <ul style="list-style-type: none"> - Multi-Rolling and Stereotypes - Use of Symbolic Props - Physical Theatre - Finding the Comedy - Slapstick 		<p>Students follow a series of standalone workshops; each one covering a different type of comedy - focus on origins and development.</p> <ul style="list-style-type: none"> - Slapstick - Stand Up - Sketch Show 	<p>Students undertake a series of practical workshops where they are presented with different performance contexts.</p> <p>They start with film and how performing skills need to be adapted to the different medium. This is then opened up to larger spaces, exterior locations, and then thinking about different audiences.</p> <p>Finally , they are given real world contexts they are likely to encounter - the presentation at a job interview.</p>

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FEEDBACK <i>Noteworthy tasks and assessments</i>	Continual Feedback: Collaboration and devising process. Final Assessment: Devised Performance	Final Assessment: Written response to a Live Theatre question	Continual Feedback: outcomes from workshops, discussion around concepts and ideas explored. Final Assessment: Performance of key scenes / final moments of play - incorporating skills and concepts developed through unit		Continual Feedback comes through responses and outcomes from different workshops. Combination of Peer and Teacher feedback provided.	Continual Assessment through different types of performance and different situations: <ul style="list-style-type: none"> Filmed performance (Kitchen Sink Drama) Formal presentation to wide audience (Assembly / Chapel) Presentation to small group (Job Interview)
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	Opportunity to explore current topics / affairs and ideas through improvisation.	Exposure to different theatrical forms Opportunity to watch full length Theatrical Production. Discussion around casting - gender, race, age Tech Theatre Club	House Drama Lower School Production Exposure to wider texts - original novel, Hitchcock film version of <i>39 Steps</i> Exploration of roles of women - 1940s compared to the noughties. Tech Theatre Club		Lower School Production Explore development of comedy and impact of different types of theatre / film on the genre, as well as wider contexts (social / historical) and how these affect audience perceptions of comedy. Wider discussion on types of comedy and what makes audiences laugh, what is appropriate / inappropriate for audiences.	Lower School Production Specific focus on how skills taught through Drama are transferable to other disciplines.
KEY VOCABULARY <i>Important words and phrases</i>	Improvisation Blocking Devising Stimulus Naturalism Development Collaboration	Interpretation Intention Convey Versatile Prolific	Comedy Parody Slapstick Non-Naturalistic Drama Breaking 4th Wall Multi-Role Physical Theatre Symbolism		Slapstick Stand Up Spontaneous Impro' Black Comedy	Direct Address