

Drama – Year 9 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	FACE - Script		Introduction to Practitioners Stanislawski Frantic Assembly	Introduction to Practitioners Berkoff Brecht	DNA – Script	Verbatim Script – The Riots	Careers
Year 9	<p>This unit allows students to work on a play that is written by Benjamin Zephaniah who they have looked at within their English curriculum. There are issues raised that encourages empathy and sympathy and needs the students to have a mature and sensitive approach to the content.</p> <p>Racial discrimination will be mentioned which facilitates discussions around SMSC issues.</p> <p>Students will be encouraged to work in non-friendship groups and the ability to work effectively as a team will be scrutinised within the assessment criteria used.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p>		<p>Throughout this unit students will explore two different performance styles of acting. They will explore two opposing practitioners, their creative intentions as theatre makers, influences and stylistic features in performance and basic methods for rehearsal. They will reproduce extracts of script and create devised movement work which will then be critically evaluated and analysed.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p> <p>Drama Terminology: Naturalism, Emotion memory, Tempo rhythm, Subtext, Given Circumstance, Magic If, Chair Duet, Trust, Epic Form, Immersive, Lifts, Exaggeration.</p>	<p>Students will explore two different practitioners and performance styles of acting. How one influenced the other, their individual creative intentions and stylistic features in performance and basic methods for rehearsal. They will re-enact extracts of script from both practitioners using the practitioner’s style, with stylistic care to portray this in a clear and sympathetic way.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p> <p>Drama Terminology: Epic Theatre, Stimuli development, Ensemble, Steven Berkoff, Bertolt Brecht, Abstract, Music, Symbolism, Stereo Types, Characterisation, Stage directions, Script work, Props, Costume, Set, Creativity, Imagination, Stage lighting, Stage positions, Stage</p>	<p>During this unit of work the students will explore DNA by Dennis Kelly putting into practise the acting skills that they have refined throughout the year. There is a key focus on characterisation and interactive skills. The students explore key scenes each lesson with an aim of creating their own interpretation of existing characters.</p> <p>Acting Skills: Facial Expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p> <p>Drama Terminology: Communication, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience, proxemics, eye contact, levels, stage directions.</p>	<p>In this SOW, students are given the opportunity to select and apply skills and techniques for both rehearsal and performance, which have been explored in terms 3 and 4. They will select appropriate practitioner style for an existing piece of performance material, concentrating on the genre of Verbatim.</p> <p>Acting skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p> <p>Drama Terminology: Verbatim, communication, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience, proxemics, eye contact, levels, stage directions.</p>	<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how students may pursue a future in the creative arts industries. In Year 9 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>During Term 2, students will be given the opportunity to interview an active member of the performing arts industry about what it takes to complete certain job roles, whether they be on stage, back stage or running the business aspect of a performance.</p> <p>Terms 3 and 4 will allow students to see how the workings of famous drama practitioners have impacted on the way</p>

<p>Drama Terminology: Communication, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience, proxemics, eye contact, levels, stage directions.</p> <p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flashback/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>Drama Techniques: Still images (DELTA), Thought tracking, Monologues/Duologues, Sustained focus, Role Play, Rehearsal, Flash Back/Flash Forward, Improvisation, Narration, Stage directions, Dialogue, Stage configurations, Stage positions, Ensemble work, Physical theatre, Abstract style, Naturalism, Hot Seating.</p>	<p>configurations, Audience engagement, Total Theatre. 7 Levels of tension.</p> <p>Drama Techniques: Still images (DELTA), Thought tracking, Monologues, Script, Sustained focus, Role Play, Rehearsal, Cross cut, Improvisation, Narration, Third Person Narration, Stage directions, Dialogue, Stage configurations, Stage positions, Ensemble work, Physical theatre, Abstract style, V-Effect or Alienation, Direct Address, Montage, Placards, Multi-rolling.</p>	<p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flash back/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>Drama techniques: Still image, slow motion, use of space, blocking, abstract theatre, verbatim, devising, flash forward, flash back, monologue, duologue, thought track.</p>	<p>directors and performers work within the industry today, and give them the essential tools needed for being able to act as a performer in a range of styles.</p> <p>Students will also have the opportunity to see a professional performance of DNA in Term 5, which will allow students to see how designers, technicians and performers must work collaboratively to create a performance.</p>
Devising from Script	Performance Styles and Genres		Script	Analysis and Evaluation	
<p>Group Work. Empathy. Sympathy. Characterisation. Devising from stimuli. Props. Costume. Set. Creativity. Imagination. Evaluation and Analysis.</p>	<p>Naturalism. Emotion memory. Tempo rhythm. Subtext. Given Circumstance. Magic If. Chair Duet. Trust. Epic Form. Immersive. Lifts. Exaggeration.</p>	<p>Epic Theatre. Total Theatre. Alienation (V-effect). Political Theatre.</p>	<p>Analyse the development of skills.</p> <p>Analyse the strengths and weaknesses of a workshop, rehearsal and performance.</p> <p>Evaluate the development of skills.</p> <p>Evaluate the strengths and weaknesses of a workshop, rehearsal and performance.</p> <p>Analyse and evaluate a final performance of existing repertoire.</p>	<p>Analyse the development of ideas.</p> <p>Analyse the development of ideas.</p> <p>Analyse the strengths and weaknesses of a workshop, rehearsal and performance.</p> <p>Evaluate the development of skills.</p> <p>Evaluate the strengths and weaknesses of a workshop, rehearsal and performance.</p>	

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