

DRAMA Year 9 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1	Summer Term 2
Ethos Links	<p>Stem: Links to current topics and roles within society. Creativity, long and short-term memory.</p> <p>Character: Students will learn to respect for writer's craft and responsibility of working individually in pairs or groups to create pieces of drama. Students will learn the responsibility of their role in society, peer pressure and the effective of their moral choices within society.</p> <p>Learning Habit: Social, cognitive – listening, communicating, planning & organising, making links, applying knowledge.</p>	<p>Stem: Innovative, creativity, imagination, modern day technology.</p> <p>Character: Students develop their analytical and evaluative skills, appreciation for different styles of Drama through the construction of a live theatre review.</p> <p>Learning Habit: Social, Cognitive, Reflective - analysis, and evaluation, research, reasoning and making judgements, making links and applying knowledge, questioning and noticing (finding evidence).</p>	<p>Stem: Innovative, creative and links to modern day technology.</p> <p>Character: Students will learn respect for technical theatre craft and responsibility of working in a variety of technical theatre roles and performance roles to create pieces of drama to reflect the atmosphere and intended effects within a devised piece of Drama.</p> <p>Learning Habit: Social, Cognitive, Reflective, Emotional – Thinking, perseverance, listening, communicating, planning and organisation, leadership, creating, imagining, innovating, risk-taking, making links and applying knowledge, reasoning, and making judgements, self-regulation, research.</p>	<p>Stem: Links to current topics and the dangers of technology within society when uneducated.</p> <p>Character: Students will learn to respect for writer's craft and responsibility of working individually in pairs or groups to create pieces of drama to reflect the writing in the script. Students will learn the responsibility of their own safety and understanding of how to use technology in a positive way.</p> <p>Learning Habit: Social, Cognitive, Reflective, Emotional – Questioning, thinking, analysis, evaluation, creating, imagining, innovation, resilience.</p>	<p>Stem: Innovative, creative and links to modern day technology.</p> <p>Character: Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills. Students will learn about specific Drama practitioners, historical context, and specific practitioner techniques.</p> <p>Learning Habit: Social, Cognitive, Reflective, Emotional – Making links and applying knowledge, creating, imagining, innovating, communicating, listening.</p>
unit	Text Exploration (DNA)	Responding to Live Theatre Productions	Applying Stagecraft (Devising Project)	Text exploration (Game Over)	Practitioners: (Katie Mitchell, Alecky Blythe)

Learning End Points

By the end of this unit students will know and understand:

- Discuss and develop ideas collaboratively.
- Analyse and evaluate the use of Drama skills and techniques being applied to a script.
- Understand how their actions and choices reflect their social responsibility and morality.
- Apply Drama techniques to develop characterisation prior to a scripted performance.
- Create a clear character using Drama techniques and context to justify your characteristics.

By the end of this unit students will know and understand:

- Develop, analyse, evaluate, and discuss ideas collaboratively.
- Analyse and evaluate the use of Drama skills in a live theatre production.
- Develop analysis and evaluation skills applying their understanding of performance through written evaluations of a live theatre production.
- Analyse and evaluate theatre makers choices.

By the end of this unit students will know and understand:

- Discuss, develop and evaluate ideas collaboratively to communicate meaning to an audience.
- Analyse and work successfully in a group to create a devised performance from stimuli.
- Evaluate and give supported opinions of performance skills and techniques of a devised performance.
- Evaluate and give supported opinions of technical theatre elements of a live theatre production.

By the end of this unit students will know and understand:

- Discuss, develop and evaluate ideas collaboratively to communicate meaning to an audience.
- Understand how their actions and choices reflect their social responsibility and morality of current topical issues.
- Use Drama techniques to develop characterisation prior to a scripted performance.
- Broaden knowledge of different styles of theatre.
- Understand Verbatim Theatre.
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By the end of this unit students will know and understand:

- Discuss and develop and evaluate ideas collaboratively to communicate meaning to an audience.
- To discuss current socio-political issues critically and sensitively and apply them to a devised performance, in the style of a Drama practitioner.
- To recognise, apply and theoretically evaluate Drama skills and the effects on the audience.
- To apply a variety of Drama practitioner techniques to symbolise meaning, character and plot, specifically focusing how different styles of theatre portray

					<p>themes and topics.</p> <p>➤ Recognise, apply, and theoretically evaluate Drama skills and choices within a devised performance.</p>
<p>Key Vocabulary</p>	<p>Hot-seating Conscience corridor Role on the wall Subtext Social responsibility Morality Characterisation Naturalism Voice Body language Facial expressions Gestures Spacing Monologue Duologue</p>	<p>Genre Staging Costume designer Sound designer Lighting designer Prop designer Stimulus Devising Set designer Body language Levels Voice skills Facial expressions Gestures Spacing Non-verbal communication</p>	<p>Genre Staging Costume designer Sound designer Lighting designer Prop designer Stimulus Devising Set designer Body language Levels Voice skills Facial expressions Gestures Spacing Non-verbal communication</p>	<p>Characterisation Non-Naturalism Voice Body language Facial expressions Gestures Verbatim Theatre Interview Socio-political issue Monologue Duologue Script Context</p>	<p>Katie Mitchell Naturalism Multimedia Character Biography Stimulus Devising Alecky Blythe Documentary Theatre Interviews Character study Verbatim Theatre</p>