# DRAMA Year 9 Curriculum End Points and Key Vocabulary

| | Autumn Term 1 | Autumn Term 2 | Spring Term | Summer Term 1 | Summer Term 2 |
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| **Ethos Links** | **Stem:** Links to current topics and roles within society. Creativity, long and short-term memory.<br>**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.<br>**Learning Habit:** Social, cognitive – listening, communicating, planning & organising, making links, applying knowledge. | **Stem:** Innovative, creativity, imagination, modern day technology.<br>**Character:** Students develop their analytical and evaluative skills, appreciation for different styles of Drama through the construction of a live theatre review.<br>**Learning Habit:** Social, Cognitive, Reflective - analysis, and evaluation, research, reasoning and making judgements, making links and applying knowledge, questioning and noticing (finding evidence). | **Stem:** Innovative, creative and links to modern day technology.<br>**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.<br>**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. | **Stem:** Links to current topics and the dangers of technology within society when uneducated.<br>**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.<br>**Learning Habit:** Social, Cognitive, Reflective, Emotional – Questioning, thinking, analysis, evaluation, creating, imagining, innovation, resilience. | **Stem:** Innovative, creative and links to modern day technology.<br>**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.<br>**Learning Habit:** Social, Cognitive, Reflective, Emotional – Making links and applying knowledge, creating, imagining, innovating, communicating, listening. |
| **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: | By the end of this unit students will know and understand: | By the end of this unit students will know and understand: | By the end of this unit students will know and understand: | By the end of this unit students will know and understand: |

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| | ➢ Discuss and develop ideas collaboratively.<br>➢ Analyse and evaluate, verbally and theoretically, the use of Drama skills and techniques being applied to a script.<br>➢ Understand how their actions and choices reflect their social responsibility and morality.<br>➢ Apply Drama techniques to develop characterisation prior to a scripted performance.<br>➢ Create a clear character using Drama techniques and context to justify your characteristics.<br>➢ Recognise, apply, and theoretically evaluate Drama skills and choices within a scripted performance. | ➢ Develop, analyse, evaluate, and discuss ideas collaboratively.<br>➢ Analyse and evaluate the use of Drama skills in a live theatre production.<br>➢ Develop analysis and evaluation skills applying their understanding of performance through written evaluations of a live theatre production.<br>➢ Analyse and evaluate theatre makers choices within a live theatre production.<br>➢ Review and extend knowledge of technical theatre elements within a live theatre production. | ➢ Discuss, develop, and evaluate ideas collaboratively to communicate meaning to an audience.<br>➢ Discuss, develop, and evaluate ideas collaboratively from stimuli.<br>➢ Analyse and work successfully in a group to create a devised performance from stimuli.<br>➢ Evaluate and give supported opinions of performance skills and techniques of a devised performance.<br>➢ Evaluate and give supported opinions of technical theatre elements within a devised performance.<br>➢ Reflect on choices made as a performer/designer within a devised performance. | ➢ Discuss, develop, and evaluate ideas collaboratively to communicate meaning to an audience.<br>➢ Understand how their actions and choices reflect their social responsibility and morality of current topical issues.<br>➢ Use Drama techniques to develop characterisation prior to a scripted performance.<br>➢ Broaden knowledge of different styles of theatre.<br>➢ Understand Verbatim Theatre.<br>➢ Discuss the ethics of creating scripts/characters from real life words/people.<br>➢ Recognise, apply, and theoretically evaluate Drama skills and choices | ➢ Discuss and develop and evaluate ideas collaboratively to communicate meaning to an audience.<br>➢ To discuss current socio-political issues critically and sensitively and apply them to a devised performance, in the style of a Drama practitioner.<br>➢ To recognise, apply and theoretically evaluate Drama skills and the effects on the audience.<br>➢ To apply a variety of Drama practitioner techniques to symbolise meaning, character and plot, specifically focusing how different styles |

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