

Curriculum Overview

Year 9	
Autumn 1 (September- October)	<p>Devising: Haunted House</p> <p>This is the first experience many students will have of drama lessons, so the aim of this first project is to help them to develop their confidence and group working skills such as; trust, cooperation, communication, give and take. This is the foundation to all practical group tasks this year, as students need to be confident working together in a creative way. Devising theatre is a key element to all drama courses, and involves students working together in groups to create original theatre from a given stimulus. This is accessible for a first project as students are encouraged to share their ideas in a supportive way, and no answer is 'correct'. Students will learn new explorative strategies (hot seating, still image, though tracking, etc) to help them explore a range of stimuli for a given audience. Various design elements will be introduced, including costume, set and music. This work is important as it gives students an experience of the devising process which is a key element of the GCSE drama course, should they want to continue with the subject at Key Stage 4.</p>
Autumn 2 (October- December)	<p>Devising: Runaway</p> <p>Students will further develop their devising skills, adapting their work to a new genre of 'crime' while learning and practising new explorative strategies to create original drama scenes. Students will continue to develop their acting skills and characterisation, working on creating an original plot line. Design elements will also be covered, including how to work as a costume designer.</p>
Spring 1 (January- February) Spring 2 (February- March)	<p>Scripts: Various</p> <p>This is a scripted performance project where students will explore different script extracts and perform them to the class. This project is designed to help students to develop their acting skills, and prepare them for Component 2 in the GCSE course if they wish to continue with drama. The focus is on stereotypes and how they are presented through different characters. Students will have an understanding of stereotypes from study in other subjects in KS2 and KS3. This comes after the devising project as students should be more confident in group work and performing to the class now.</p> <p>Students will learn how to interpret a script, understanding how to identify a playwright's intentions. This will involve exploring new drama techniques to enable them to enact the scripts and learning new terminology to identify and use different acting skills when performing.</p>
Summer 1 (April-May)	<p>Designing & Evaluating theatre: Treasure Island</p> <p>This project is designed to pull together the learning students have gained so far in Key Stage 3, allowing them to combine practical and design skills. Students will draw on their experiences so far this year of interpreting playwrights' and theatre makers' intentions when creating and watching scenes. They will learn more about design elements (lighting, sound, costume, set) to enhance their performance work and to help communicate their chosen intentions to the audience.</p>