

**Year 9 Curriculum Overview [2019-2020] – Planning for Progression
Subject – DRAMA**

Schedule	Term	Knowledge & Understanding	Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills	Key Skills Subject Skills Numeracy Skills 21 st Century Skills Employability Skills	Assessment Formative Interim Summative
Autumn Term	Half Term 1	<p>Genres: 'Horror'</p> <p>What is meant by 'genre'?</p> <p>Discuss different types of genre.</p> <p>What are the conventions of the 'Horror' genre?</p> <p>What is meant by 'dramatic irony'?</p> <p>Why do the standard rules of performance have to be changed in order to make the 'Horror' piece work? E.g. characters can have their backs to the audience to create suspense.</p> <p>How does lighting, dynamics, pause, silence</p>	<p>Discussion about the different types of film/TV/English genres.</p> <p>Discuss 'Horror' conventions.</p> <p>Agree on the existing stage roles and how they can be subverted to create suitable horror effects.</p>	<p>21st Century Skills:</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Creativity</p>	<p>HT1</p> <p>Initial ideas to be previewed. MT/Peer and self-analysis will follow.</p> <p>Preview initial ideas for breaking the normal Drama conventions. Review.</p> <p>Preview Sp.F.X. Feedback from MT and the class.</p>
	Half Term 2	<p>'Horror'</p> <p>'Misdirection': allowing the audience to be drawn into something whilst the offstage actors/technicians are preparing an unexpected scare.</p> <p>Creating Special F.X. (Sp.F.X). Research and feedback about how to create Sp.FX. E.g. A victim can be seen to be attacked using a backlit, white cloth. 'Blood' is sprayed onto the cloth from behind using a red cochineal solution in a supersoaker pistol.</p>	<p>Teams to agree where their use of misdirection will enhance the work presented.</p> <p>Groups to use their knowledge of Sp.F.X. and S.F.X to create horror effects.</p> <p>Teams to discuss sound and light levels.</p>	<p>Subject Skills:</p> <p>Speaking</p> <p>Listening</p> <p>Communication</p> <p>Performance.</p> <p>Numeracy:</p> <p>Calculations</p> <p>Problem solving</p>	<p>HT2</p> <p>Preview and reflect upon 'misdirection' techniques, lighting and sound levels.</p> <p>Present the final work and grade it. Reflect upon and review the work seen.</p>

		Agree how sound and light levels can improve the atmosphere of a scene.		Logistics	
Spring Term	Half Term 3	<p>'Comedy'</p> <p>Research your favourite comedy. How is the comedy created? (Physical- banana skin; situation- your girlfriend turns up at the cinema when you are on a secret date with someone else; dramatic irony; verbal wordplay; crossed wires; mistaken identity- Shakespeare; parody; use of the 'straight man, 'etc.).</p> <p>Use pause, intonation, timing, mannerisms, gestures, vocabulary and interaction to inform your decision making.</p> <p>Experiment with these 'tools' to see what makes the audience respond.</p>	<p>Feedback on the research undertaken.</p> <p>Teams to agree what techniques to use to create comic effects. Perform live and use this experience to inform future planning.</p>	<p>21st Century Skills:</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Creativity</p>	<p>HT3</p> <p>Once the 'toolkit' has been agreed, preview and review the initial performance ideas.</p> <p>After refining their ideas, present an updated performance of the work in hand. Feedback</p>
	Half Term 4	<p>'Comedy'</p> <p>Create a 'pay-off' ending for the piece; consider how to best structure the work so that the plot unfolds (beginning, middle and end).</p> <p>Create strong, recognisable characters that are either original, or copied from an existing piece. Use your costume, props, vocal, physical skills and your interaction with the other characters to create meaning.</p>	<p>Teams to discuss the best structure for the work, in conjunction with MT.</p> <p>Teams to agree how the characters should look and sound.</p>	<p>Employability:</p> <p>Decision making</p> <p>Initiative</p> <p>Research</p> <p>Negotiating</p>	
Summer Term	Half Term 5	<p>Choose a genre: 'Dubbing'</p> <p>What is dubbing?</p> <p>Why does dubbing have to happen.</p> <p>How is dubbing done?</p>	<p>Class discussion about dubbing and why it is necessary.</p> <p>Research and bring in some SFX. Bring them in and demonstrate.</p>	<p>Subject Skills:</p> <p>Speaking</p> <p>Listening</p> <p>Communication</p> <p>Performance.</p>	<p>HT5</p> <p>Preview the initial use of the dubbing technique. MT/peer and self feedback</p> <p>Demonstrate 'live' SFX based upon research done.</p>

		<p>How are certain S.F.X. made@ E.g. Arrow flyby</p> <p>Use a thin bamboo stick, such as the type used to hold up plants in a garden. Whip it past the microphone.</p> <p>Bats flying</p> <p>Use an umbrella opening and closing rapidly for the sound of bats flying one time.</p> <p>Synchronisation- what ways can you think of to ensure that sound is synchronised with the action? E.g. Footsteps are heard from o/s, the lights come up and actor 1 enters to the rhythm of the o/s footsteps.</p>	<p>Discuss how to synchronise sound and action.</p> <p>Feedback MT/peer/self about how well synchronised the dubbing is.</p>	<p>Numeracy:</p> <p>Calculations</p> <p>Problem solving</p>	<p>Preview the integration of SFX and synchronised voice work into the performance. Review by MT/Peer and self-assessment.</p>
	<p>Half Term 6</p>	<p>'Dubbing'</p> <p>Create a script with cues for sound, lighting and voices.</p> <p>Stage positioning has to be explicitly considered so that the 'silent film' is effective in showing who is the active speaker. This is also to be done in conjunction with facial expressions, movement, pause and gesture.</p>	<p>Teams to rehearse with scripts.</p> <p>Discuss what works well when filming is to be done/has been done (review the film footage).</p>	<p>Employability:</p> <p>Decision making</p> <p>Initiative</p> <p>Research</p> <p>Negotiating</p>	<p>HT6</p> <p>Preview work in which all of the group take it in turns to do o/s SFX/voices and onstage mime work.</p> <p>Formal assessment of the final piece. Feedback to the class/self-assessment and peer review.</p>