

Year 9 Curriculum Overview [2020-2021]

Subject – Drama

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	Genres Horror	<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>Sharing what has been observed-peer/teacher.</p> <p>Performances/previews will demonstrate retrieval.</p> <p>Quiz on the existing stage rules, as experienced in every unit in Yrs 7-8</p> <p>Presenting work that evidences dramatic irony.</p>	<p>Discussion about the different types of film/TV/English genres.</p> <p>Discuss 'Horror' conventions.</p> <p>Agree on the existing stage rules and how they can be subverted to create suitable horror effects.</p>	<p>Communication</p> <p>Teamwork</p> <p>Leadership</p> <p>Problem solving</p> <p>Presentation skills</p> <p>Initiative</p> <p>Creativity</p>	Teacher/peer and self-assessment at the end of each task.
HT2	'Horror'	<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</p>	Refer back to the creation of SFX and SpFX, in conjunction with knowledge gained about sound management in Yrs 7-8	<p>Use appropriate vocabulary and vocal skills for any given character.</p> <p>To create credible characterisations using appropriate vocabulary and vocal skills.</p>	<p>Creativity</p> <p>Audience engagement</p> <p>Teamwork</p> <p>Presentation skills</p> <p>Literacy</p> <p>Decision making</p> <p>Initiative</p>	<p>Teacher/self/peer assessment at the end of the three parts of the developing work.</p> <p>Final presentation assessment-self/peer/teacher.</p>

		backlit, white cloth. 'Blood' is sprayed onto the cloth from behind using a red cochineal solution in a supersoaker pistol.				
		Agree how sound and light levels can improve the atmosphere of a scene.				

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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
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HT3	Genres 'Comedy'	<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>Look at the work of professional comic actors; analyse what was done to create comedy effects.</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>Observational skills- refer back to Yr 8 work.</p> <p>Technical and team skills showing co-ordination of the piece.</p>	<p>Speaking- rehearsals and performance work.</p> <p>Listening to peers in rehearsals; listening to the other actors and technicians to help the delivery of the work.</p> <p>Collaborating to create a meaningful and creative performance.</p> <p>Numeracy: calculating when SFX and LFX have to happen, how long for/volume and brightness levels.</p>	<p>Communication</p> <p>Creativity</p> <p>Decision making</p> <p>Leadership</p> <p>Planning</p> <p>Research</p> <p>Problem solving</p> <p>Presentation skills</p>	<p>Work will be self/peer/teacher assessed at each stage of the blocking process.</p> <p>The final performance will also be self/peer/teacher assessed.</p>

HT4	'Comedy'	<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>Use physical drama, spoken word and dramatic irony.</p>	<p>Refer back to the work of the comedians seen.</p> <p>Refer back to 'blocking'; how to structure a comedy performance.</p> <p>Refer back to 'Horror' and the use of dramatic irony.</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>Teamwork</p> <p>Problem solving</p> <p>Presentation skills</p> <p>Negotiating</p> <p>Positive attitude</p> <p>initiative</p>	<p>Work will be self/peer/teacher assessed at each stage of the blocking process.</p> <p>The final performance will also be self/peer/teacher assessed.</p>
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Year 9 Curriculum Overview [2020-2021]

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Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
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HT5	'Dubbing'	<p>What is dubbing? Why does dubbing have to happen? How is dubbing done? How are certain S.F.X. made? E.g.</p> <p>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>Previews and performances to demonstrate knowledge and understanding of technical elements.</p> <p>Previews and performances will increasingly demonstrate the ability to use synchronisation skills effectively.</p>	<p>Discuss how, vocally, different emotions can be communicated.</p> <p>Teams to synchronise vocal and physical SFX.</p> <p>Agree the characters and the structure of the piece.</p> <p>Create a script, where necessary.</p>	<p>Creativity</p> <p>Initiative</p> <p>Literacy</p> <p>Negotiating</p> <p>Problem solving</p> <p>Presentation skills</p> <p>Teamwork</p>	<p>The piece will be broken down into chunks (previews).</p> <p>These chunks will be peer/self/teacher assessed.</p> <p>The end of unit will be self/peer/teacher assessed.</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>				
HT6	'Dubbing' cues/script	<p>Create a script. Use cues in the script 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>Previews and performances will increasingly demonstrate the ability to use spatial awareness skills effectively.</p> <p>Prior observation work will aid understanding and be called upon for this unit.</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>Lines have to be known.</p>	<p>Negotiating</p> <p>Teamwork</p> <p>Positive attitude</p> <p>Organising</p> <p>Presentation skills</p> <p>Decision making</p> <p>literacy</p>	<p>The poem and the improvisations will be broken down and performed- self/peer/teacher assessment. The final piece will be peer/self/teacher assessed.</p>