Curriculum Map – Drama Year 9

	1	2	3	4
Y9	Topic: Theatre Styles and Practitioner Big question: What are the different techniques and elements that make up specific styles of theatre? How do we know which style of theatre is appropriate for a story? *Skills:* *Physical Theatre* *Narration* *Staging* *Blocking* *Characterisation* *Paired work* *Group work* *Devising* *Performing*	Topic: Introduction to KS4 & Melodrama Scripted performance – The Black Hearted Villain. Big question: How can the careful selection of Melodrama techniques enhance a script? *Skills:* *Script work,* *Physical Theatre* *Mime* *Devising* *Group work* *Directing* *Characterisation* *Performing*	Topic: Devising from Stimulus – Fairytale News Big question: Working to a specific Genre and target audience. How can we tailor material to create comedy? *Skills:* *Improvisation* *Devising* *Comedy* *Script writing* *Group work* *Presenting* *Performing*	Topic: Urban Myths Big question: Through using the basic acting skills, how can a performer create suspense and tension? *Skills:* *Tension and suspense* *Focussing the action* *Narration* *Mime* *Blocking* *Characterisation* *Devising* *Performing*

Curriculum Map – Drama Year 9

	Year 9 STEM Statement Year 9 Drama develops STEM skills through the exploration of theatre styles, scripted performance, devising and audience-focused theatre making. Students apply scientific understanding of voice, movement and human behaviour to characterisation and performance; use theatrical conventions, staging and scriptwriting processes as practical technologies; solve creative and technical challenges through directing, blocking and devising; and develop mathematical thinking through sequencing, structure, timing, spatial awareness and the organisation of performances for specific audiences and dramatic effects. Year 9 I4C The Next Generation Statement Year 9 Drama develops the I4C competencies through increasingly independent performance and devising work. Students demonstrate Creativity by creating original performances from stimuli and adapting material for different genres and audiences; Communication by using vocal, physical and presentational skills to convey meaning; Collaboration through paired, group and ensemble work; and Critical Thinking by analysing theatre styles, selecting appropriate dramatic techniques, evaluating performance choices and refining work to achieve intended audience responses.			
Links to NC	• English literature, both pre-1914 and contemporary, including prose, poetry and drama • giving short speeches and presentations, expressing their own ideas and keeping to the point • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • using Standard English confidently in their own writing and speech • giving short speeches and presentations, expressing their own ideas and keeping to the point	• improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. • studying setting, plot, and characterisation, and the effects of these	• improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness • giving short speeches and presentations, expressing their own ideas and keeping to the point