

# Year 9 Curriculum Intent

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>evaluation</li> </ul> <p><i>devising and thematic stimuli</i></p> <p><b>‘OUTSIDERS’</b></p>	<ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><i>Practitioner and scripted performance</i></p> <p><b>‘GODBER AND TEECHERS’</b></p>	<ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>evaluation</li> </ul> <p><i>devising and thematic stimuli</i></p> <p><b>‘STOLEN LIVES’</b></p>	<ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><i>Practitioner and scripted performance</i></p> <p><b>‘STANISLAVSKI AND DNA’</b></p>	<ul style="list-style-type: none"> <li>theatre roles and responsibilities</li> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><i>Theatre design</i></p>	<ul style="list-style-type: none"> <li>theatre roles and responsibilities</li> <li>management/life skills</li> <li>evaluation</li> </ul> <p><i>evaluation of a live performance</i></p>
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>English literature, both pre-1914 and contemporary</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning</li> <li>Using character motivation to build a character. Using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>	<ul style="list-style-type: none"> <li>rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning</li> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>Continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.</li> <li>write formal and academic write for a specific purpose</li> <li>use grammar and spelling correctly</li> </ul>

Assessment	devised group performance	Scripted performance	Devised group performance	Scripted performance	design presentation	Written review- extended piece of writing
Why this?	As pupils' repertoire of skills develops, pupils are given opportunities to improve and develop these skills further by interpreting stimuli in their own way. The choice of stimuli allows pupils to explore beyond their own life and experience of the world	Godber's style and the choice of text appeals to year 9 pupils and can enthuse and engage them.	As pupils' repertoire of skills develops, pupils are given opportunities to improve and develop these skills further by interpreting stimuli in their own way. The choice of stimuli allows pupils to explore beyond their own life and experience of the world	Stanislavski is a core practitioner to study to help understand the truth of a character. Pupils can explore a text whilst improving their ability to create a character	To allow pupils to specialise and consider their strengths and weaknesses in drama.	Viewing live theatre is to drama what reading is to developing literacy. Pupils can learn so much about their own work from deconstructing the work of others. It is also intended to inspire a life-long enjoyment and appreciation of theatre.
Why now?	Pupils are of an age where they can be presented with more challenging and controversial issues and stimuli	As pupils mature and become more skilled they are introduced to further practitioners and styles, allowing them to build a repertoire of knowledge they can delve into in future	Pupils are of an age where they can be presented with more challenging and controversial issues and stimuli	Studying practitioners is a way in which student can challenge themselves and explore dramatic skills further. It allows for more sophisticated, believable characters	Pupils celebrate and enjoy their learning in KS3 drama!	Having completed several performances of their own, students now apply their knowledge to a professional theatre performance
Skills & Characteristics	<b>Aiming High</b> Creating drama requires experimentation and pupils are encouraged to 'fail' as they explore a variety of approaches and outcomes. Pupils are encouraged to re-work ideas to improve their work. They are also encouraged to take more responsibility for the direction of their own learning. All of the above require resilience. Pupils are given the chance to improve their work	<b>Aiming high</b> Godber's approach to theatre contrasts greatly to Stanislavski, require students to work in a completely contrasting way, demanding flexibility and resilience Many students find the physicality of the style intimidating and challenging. Again, line learning requires persistence. <b>Team work/Collaboration</b> Interpreting a script	<b>Aiming High</b> Creating drama requires experimentation and pupils are encouraged to 'fail' as they explore a variety of approaches and outcomes. Pupils are encouraged to re-work ideas to improve their work. They are also encouraged to take more responsibility for the direction of their own learning. All of the above require resilience		<b>Aiming high</b> As pupils are exploring a specialism of their choice, they will need self-motivate. They will need to evaluate their progress and complete individual research. They will have to set targets and pursue them. <b>Team work</b> Pupils share ideas when working on duologues. Pupils need to consider audience when communicating meaning either through performance, through writing or through design. <b>Creativity</b> Working in their specialist area, pupils, develop a range of skills. They search for solutions to arising problems and are	<b>Aiming high</b> Picking apart and analysing many layers of a production can seem a daunting task. Pupils will need repeatedly to consider key scenes and moments to formulate an appropriate written response. Forming and justify your own opinion requires confidence. <b>Team work</b> The approach to this topic requires group work/discussion and whole class discussion. Pupils share opinions and debate viewpoints with others.

	<p>and respond to feedback</p> <p><b>Team work</b> Creating group drama requires clear and effective communication. Each pupil is required to work as part of a team. Pupils must develop and employ speaking and listening skills. It is also necessary to show tolerance and cooperation. Pupils also have to communicate effectively with an audience.</p> <p><b>Creativity</b> Application of knowledge of drama techniques and acting skills to create an original group performance piece. Pupils are encouraged to take novel and imaginative approaches. They are required to adapt research, needing them to be inventive in their choice of drama techniques. Pupils learn new skills and techniques which they must apply to their work in increasingly imaginative and individual ways.</p> <p><b>Speaking</b> Pupils learn how to manipulate their voice to create meaning. Speaking is the major method of communication in all lessons. They learn how to speak in a range of situations. See NC above</p>	<p>with fellow actors requires teamwork and communication. Rehearsals, including the use of techniques such as hot-seating demands pupils develop a creative rapport, communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience.</p> <p><b>Creativity</b> Interpreting Godber's script requires actors to employ a range of contrasting vocal and physical skills to meet the demands of playing multiple roles.</p> <p><b>Speaking</b> This is our primary method of communication. See NC above</p>	<p><b>team work</b> Creating group drama requires clear and effective communication. Each pupil is required to work as part of a team. Pupils must develop and employ speaking and listening skills. It is also necessary to show tolerance and cooperation. Pupils also have to communicate effectively with an audience.</p> <p><b>Creativity</b> Application of knowledge of drama techniques and acting skills to create an original group performance piece. Pupils are encouraged to take novel and imaginative approaches. They are required to adapt research, needing them to be inventive in their choice of drama techniques.</p> <p><b>Speaking</b> This is our primary method of communication. See NC above</p>		<p>encouraged to work independently.</p> <p><b>Speaking</b> This is our primary method of communication. Pupils use speaking skills in either their performance or presentation.</p>	<p><b>Creativity</b> Pupils develop an appropriate style of written communication. Watching and evaluating the work of professionals often injects a new creative dynamic into pupils' own ideas</p> <p><b>Speaking</b> This is our primary method of communication. See NC above</p>
--	---	--	---	--	--	---

Aspirations & Careers	<p><b>careers</b></p> <p>In the performing arts industry employees need to be flexible in their application of skills and be prepared to respond in a creative and imaginative way.</p> <p>Pupils continue to develop their acting skills towards industry standards.</p> <p>Essential personal/ life skills continue to be developed .e.g empathy, resilience, leadership</p> <p><b>enrichment</b></p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p> <p><b>Cultural capital</b></p> <p>Societies attitudes to differences over history, through stimuli from a range of sources and eras: poetry, historical figures, media.</p>	<p><b>careers</b></p> <p>Pupils learn how practitioner choice can influence performances and consider the impact of theatre of the paying public. They add further knowledge and skills to their professional repertoire.</p> <p>Essential personal/ life skills continue to be developed .e.g perseverance, resilience, leadership, creativity</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital</p>	<p><b>careers</b></p> <p>In the performing arts industry employees need to be flexible in their application of skills and be prepared to respond in a creative and imaginative way.</p> <p>Pupils continue to develop their acting skills towards industry standards.</p> <p>Essential personal/ life skills continue to be developed .e.g empathy, resilience, leadership, creativity</p> <p><b>enrichment</b></p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p> <p><b>Cultural capital</b></p> <p>Pupils learn about Britain in WW1 accessing photographs, diaries, propaganda posters, poetry.</p>		<p><b>careers</b></p> <p>Pupils gain experience of working in their chosen specialism/career in the performing arts industry. They practise the skills needed for employment in that area.</p> <p>Essential personal/life skills continue to be developed.</p> <p><b>enrichment</b></p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p>	<p><b>careers</b></p> <p>Pupils learn the role of the media reviewing live theatre and touch on possible careers in this area.</p> <p>Pupils also learn about the contribution of those employed in design aspects of theatre make to a production.</p> <p>Essential personal/ life skills continue to be developed .e.g problem solving, resilience, communication, creativity.</p> <p><b>enrichment</b></p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p> <p><b>Cultural capital</b></p> <p>Pupils learn about major influencers in the world of theatre</p> <p>Extra-curricular opportunities</p>
-----------------------	---	---	---	--	---	--

		<p>Pupils learn about major influencers in the world of theatre</p> <p>Extra-curricular opportunities</p>				
--	--	---	--	--	--	--

## YEARLY END POINTS

<ul style="list-style-type: none"> <li>• <b>Basic</b> <b>(Lower Ability End Points)</b></li> </ul>	<p><b>Clear</b> <b>(Middle Ability End Points)</b></p>	<p><b>Detailed</b> <b>(Higher Ability End Points)</b></p>
<ul style="list-style-type: none"> <li>• Create devised drama with a clear aim and purpose</li> <li>• create an original and well-developed character and combine physical and vocal skills.</li> <li>• Apply focus for most of the time in rehearsal and when performing.</li> <li>• Discover ways to interpret a scripted role and remember a section of script accurately</li> <li>• can appraise the plot and characters of a script</li> <li>• analyse the strengths and weaknesses of a performance and create ways to improve</li> <li>• choose drama techniques to create meaning</li> <li>• choose drama vocabulary accurately and</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with various approaches to create devised drama with a clear aim and purpose</li> <li>• determine the most appropriate choice of acting skills to create a role.</li> <li>• Apply focus almost all of rehearsal and when performing.</li> <li>• Construct an interpretation of scripted role and remembering a substantial script accurately</li> <li>• can analyse the plot, characters and themes of a script</li> <li>• analyse the strengths and weaknesses of a performance and speculate on ways of improvement</li> <li>• employ considered use of drama techniques to create meaning</li> <li>• Discuss in detail with accurate and reflective use of drama vocabulary drama</li> </ul>	<ul style="list-style-type: none"> <li>• Critique their ideas for devised and assess their relevance to their group's aim.</li> <li>• Convince in their characterisation due to thoughtful use of acting skills.</li> <li>• Complete all tasks, during rehearsal and performance with rare lapses in focus.</li> <li>• Evaluate their choices of genre, style and drama techniques</li> <li>• Appraise a script</li> <li>• Critique the work of others and themselves with discussion that is analytical and detailed, showing insight.</li> <li>• Drama terminology is used with accuracy.</li> </ul>