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| CURRICULUM MAPYear 9 Drama |  |  |  |  |  |  |  | **EOY Assessment Point** |
|  |  |  |  |  |  |  | **HT6:** | **Key Disciplinary knowledge*** Mask Work
* Presentation of Extended Improvisation

**KNOWLEDGE*** Exaggerated Mime work
* Major focus/ minor focus
* Clocking the audience
* Tone
* Proxemics
* Use of Space
* Character Improvisation
* Script Writing
* Spontaneous Improvisation skills
* Thought tunnel
* Crosscutting

**ASSESSMENT*** Teacher and peer assessment in lesson
* Formal assessment in duologue performance.
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|  |  |  |  |  |  | **HT5:** | **Overarching unit****Intent:****TEENAGE ISSUES*** Are pupils able to experiment with the techniques learnt to produce an imaginative extended improvisation?
* Are pupils able to explore Drama as a media presentation?
* Are pupils able to improve on polished improvisation skills?

**Culture*** Peer Pressure
* School Rules
* Homelessness
* Family

**Careers*** Social Worker
* Poet
* Script Writer
 |
|  |  |  |  |  | **Assessment Point:****Summative or AFL** | **Overarching unit****Intent:****MASKS AND SCRIPT*** Are pupils able to clock the audience and understand the importance of passing the focus?
* Are pupils able to perform in mime using the key concepts regarding mask work?
* Are they able to create a convincing character when using masks while being hotseated?
* Are they able to refine scripted performance within a duologue?

**Careers*** Policeman
* Reporter
 |
|  |  |  |  | **HT4:** | ***HT3 and HT4*****Key disciplinary knowledge*** Proxemics
* Genre
* Pace
* Absurdist

**Key concepts*** Two-touch
* Mime- revisit
* Script writing
* Character exploration
* Theatre in Education
* Inner Thoughts
* Introduction of prop work.
 |
|  |  |  | **HT3:** | **Overarching unit****Intent:****Theatre of the Absurd*** Are pupils able to recognise some of the techniques used in Theatre of the Absurd drama?
* To explore and perform an extract from ‘Waiting for Godot’.

**Key Concepts*** Knowledge
* Challenge plot conventions

**Culture*** Questioning the meaning of life.

**Careers*** Group Work
* Actor
* Director
 |
|  |  | **Assessment Point:****Summative or AFL** | **Overarching unit****Intent:****Techniques*** Are pupils able to add to their repertoire of drama techniques and incorporate them within the performance.
* Are pupils able to use stage furniture to their full advantage?

**Culture*** Generational difference

**Knowledge**Challenge of imagination* Teacher and pupil assessment in lesson time

**Careers*** Presentation Skills
* Relevance
* Script Writing
 |
|  | **HT2:** | ***HT1 and HT2*****Key disciplinary knowledge*** Recap- BODY PROPS
* Naturalistic/ non-naturalistic, awareness of audience

**Key Concepts*** Fusion
* Genre using mime
* The fourth wall
* Choreography style
* Ensemble piece
* Pace
* Choral Speaking
* Essence Machine

**Teacher Assessment/ Pupil Assessment** |
| **HT1:** | **Overarching unit****Intent:****STIMULUS AND SKILLS DEVELOPMENT*** Are pupils able to use different stimuli imaginatively to produce their own performances?
* To show an ability and an awareness of how multi-role is used in script work.

**KNOWLEDGE*** Genre
* Culture: folk tales, cinema, Theatre in Education.

**Careers*** Croup Work
* Script Writing
* Reporter
 |
| **Overarching unit****Intent:****NON-NATURALISTIC*** Are pupils able to distinguish between naturalistic and non-naturalistic drama?
* Are pupils able to incorporate non-naturalistic work within scripts?

**Culture*** 1950s marriage/ modern art (C.20th), e.g. Picasso

**Careers*** Presentation Skills
* Dancer
* Choreographer
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