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| CURRICULUM MAP  Year 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. |
|  |  |  |  |  |  | **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 |