

Year 9 Drama

<p>Catholic Social Teaching in Drama</p> <p>Drama brings contemplation, debate, empathy as well as an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we experience in all of God's creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Drama lessons at St James' and are underpinned by the school's core values: Family, Faith and Excellence.</p>								EOY Assessment Point		
								HT6:		<p><u>Key Disciplinary knowledge</u></p> <ul style="list-style-type: none"> Mask Work Presentation of Extended Improvisation <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> 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
								HT5:		<p><u>Overarching unit Intent: TEENAGE ISSUES</u></p> <ul style="list-style-type: none"> 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? <p><u>Culture</u></p> <ul style="list-style-type: none"> Peer Pressure School Rules Homelessness Family <p><u>Careers</u></p> <ul style="list-style-type: none"> Social Worker Poet Script Writer
						Assessment Point: Summative or AFL		<u>Overarching unit Intent: MASKS AND SCRIPT</u>		<ul style="list-style-type: none"> 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? <p><u>Careers</u></p> <ul style="list-style-type: none"> Policeman Reporter
								HT4:		<p><u>Key disciplinary knowledge</u></p> <ul style="list-style-type: none"> Proxemics Genre Pace Absurdist <p><u>Key concepts</u></p> <ul style="list-style-type: none"> Two-touch Mime- revisit Script writing Character exploration Theatre in Education Inner Thoughts Introduction of prop work.
								HT3:		<p><u>Overarching unit Intent: Theatre of the Absurd</u></p> <ul style="list-style-type: none"> 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'. <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> Knowledge Challenge plot conventions <p><u>Culture</u></p> <ul style="list-style-type: none"> Questioning the meaning of life.
								Assessment Point: Summative or AFL		<p><u>HT1 and HT2 Key disciplinary knowledge</u></p> <ul style="list-style-type: none"> Recap- BODY PROPS Naturalistic/ non-naturalistic, awareness of audience <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> Fusion Genre using mime The fourth wall
								HT2:		<p><u>Overarching unit Intent: STIMULUS AND SKILLS DEVELOPMENT</u></p> <ul style="list-style-type: none"> Are pupils able to use different stimuli imaginatively to produce their own performances? To show an ability and an awareness of
								HT1:		<p><u>Overarching unit Intent: NON-NATURALIST IC</u></p> <ul style="list-style-type: none"> Are pupils able to distinguish between naturalistic and non-naturalistic drama? Are pupils able to incorporate

<p>non-naturalistic work within scripts?</p> <p><u>Culture</u></p> <ul style="list-style-type: none"> • 1950s marriage/modern art (C.20th), e.g. Picasso <p><u>Careers</u></p> <ul style="list-style-type: none"> • Presentation Skills • Dancer • Choreographer 	<p>how multi-role is used in script work.</p> <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> • Genre • Culture: folk tales, cinema, Theatre in Education. <p><u>Careers</u></p> <ul style="list-style-type: none"> • Croup Work • Script Writing • Reporter 	<ul style="list-style-type: none"> • Choreography style • Ensemble piece • Pace • Choral Speaking • Essence Machine <p><u>Teacher Assessment/ Pupil Assessment</u></p>	<p>Challenge of imagination</p> <ul style="list-style-type: none"> • Teacher and pupil assessment in lesson time <p><u>Careers</u></p> <ul style="list-style-type: none"> • Presentation Skills • Relevance • Script Writing 	<p><u>Careers</u></p> <ul style="list-style-type: none"> • Group Work • Actor • Director 				
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