

Drama Curriculum Information Year 9

Timing	Unit Title	Knowledge	Key Skills	Assessing Understanding
Autumn	'The Monstrum'	<p>Students explore the contemporary play 'The Monstrum' by Kellie Smith.</p> <ul style="list-style-type: none"> • The story of 'The Monstrum' and its key characters. • The key ideas of fear of adolescence and the ethical cost of 'cures'. • Social and historical context of the play. • Introduction to the idea of ensemble work, through movement and voice to create atmosphere with a focus on choral soundscaping. • Interpreting text and exploring how to represent the relationships between characters. • Exploration of abstract movement to help communicate meaning and ideas. 	<ul style="list-style-type: none"> • Using choral voice techniques (canon, unison, solo) to create atmosphere • Using choral movement to represent emotion or communicate mood • Interpreting text • Working with a group • Performing for an audience • Evaluating the work of others 	<p>Knowledge is assessed every lesson through outcomes and peer and teacher feedback leading to the refining and amending of work.</p> <p>Groups craft a final performance of an extract using the key skills developed throughout the unit. Verbally assessed by peers and the teacher.</p>
Spring	Puppetry	<p>Students make their own paper puppets, learn to animate them and then apply this to a performance of an extract of Ted Hughes' version of the Echo and Narcissus myth.</p> <ul style="list-style-type: none"> • Introduction to Gyre and Gimble's three principles (breath, weight, focus). • Understanding how to animate the puppet from all puppeteer points. • Experimenting with how to communicate the puppet's feelings 	<ul style="list-style-type: none"> • Puppetry - specifically Gyre and Gimble's three principles • Using three principles (breath, weight, focus) to communicate feelings of a puppet. • Using percussion to enhance drama • Interpreting text • Performing for an audience • Evaluating own work and 	<p>Knowledge is assessed every lesson through outcomes and peer and teacher feedback leading to the refining and amending of work.</p> <p>Groups craft a final performance of an extract using the key skills developed throughout the unit. This is filmed and the complete a self assessment of this work.</p>

		<p>to an audience.</p> <ul style="list-style-type: none"> • Understanding how to interact with the puppet as a fellow performer • Exploring how percussion can be used to underscore drama and enhance mood and atmosphere. • The key themes of the isolation of narcissism and the destructive potential of passion in the myth. 	the work of others	
Summer	Monologues - 'Emilia'	<p>Students explore the contemporary play 'Emilia', with a particular focus on the protagonist's persuasive monologues.</p> <ul style="list-style-type: none"> • The story of 'Emilia' and its key characters. • The key surrounding a woman's struggle for creative autonomy within patriarchal structures. • Social, historical and political context of the play. • Introduction Stanislavski's system and how we can use this to understand character. • Using units and objectives and given circumstances to create a backstory for a character. • Exploring how to use voice to communicate a character's feelings. • Exploring how to use movement to communicate a character's feelings. 	<ul style="list-style-type: none"> • Using body language, facial expressions and movement to communicate with an audience • Using voice (tone, pitch, pace, volume, pause, emphasis) to communicate with an audience • Interpreting character using Stanislavski's system • Performing for an audience • Evaluating own work and the work of others 	<p>Knowledge is assessed every lesson through outcomes and peer and teacher feedback leading to the refining and amending of work.</p> <p>Individuals will prepare a final performance of a monologue to deliver to a peer. This will then be peer and self assessed.</p>