

Year 9 Drama	Subject Intent	We aim to support students during their transition into confident, creative, independent young people, equipped with the transferable skills they need to support them throughout their lives. Lessons are taught through a variety of mediums such as performance, movement, technology and writing, with plenty of time to reflect on themselves, as individuals, and the work they produce. Lessons are supplemented with a varied selection of extra-curricular activities such as the chance to be involved in the production or to watch a play in the theatre.
	KS3 Subject Narrative	The three main areas of assessment in Drama are creating, performing and evaluating. Each topic allows students the time to develop key knowledge and skills to develop these three areas. Students learn a variety of different Drama skills to enable them to produce engaging performances that explore the world around them.
	KS4 Subject Narrative	The knowledge of creating, performing and evaluating gained at KS3 is explored in further depth at KS4. As the course progresses students become independent, resilient performers who are able to self-evaluate and produce polished performances. We study a wide variety of performance material to ensure students have a strong knowledge base to be able to make contextual, justifiable creative choices.
	Routine Assessment Strategies	Creating, performing and evaluating are all routinely assessed at the end of each topic. Students produce a performance and evaluate the work of their peers. There will be a Strength, Action, Response task for each half term that will focus on implementation of practical skills.

Year 9 Drama	WHY THIS, WHY NOW?	Autumn Term – Topic 1- Stanislavski Topic 2- Artaud	Spring Term – Topic 3- Brecht Topic 4- Berkoff	Summer Term- Topic 5- Frantic Assembly Topic 6- Theatre In Education
	Enquiry questions	<ul style="list-style-type: none"> How do we follow the system of acting in Realism? How so we use surrealism in a performance? 	<ul style="list-style-type: none"> How can theatre be used to educate its audience? What is total theatre? 	<ul style="list-style-type: none"> How can we use movement to communicate meaning? How can we devise for a purpose?
	Key Subject Knowledge	<ul style="list-style-type: none"> What realism is What surrealism is Making performances with creative intent 	<ul style="list-style-type: none"> V-effekts and alienation techniques Knowledge of historical performance styles Stylistic characterisation 	<ul style="list-style-type: none"> Deliberate use of the body when acting Choices of staging Devising process
	Subject Competencies	<ul style="list-style-type: none"> Produce emotionally realistic characters using Konstantin Stanislavski's system Produce an unsettling performance using the teachings of Antonin Artaud 	<ul style="list-style-type: none"> Successfully alienate an audience to provoke thought about a social issue Develop a character in the correct style Create a stylistic performance like Berkoff 	<ul style="list-style-type: none"> Communicate meaning through movement with limited language Successfully use the devising process Application of all skills taught in Drama
	Summative Assessments (high stakes assessments which test cumulative knowledge)	<ul style="list-style-type: none"> Stanislavski assessment will act as a baseline for creating and performing. 	<ul style="list-style-type: none"> Mid- Year Assessment- Focus on Year 7, 8 and 9 knowledge to date. 	<ul style="list-style-type: none"> End of Year Assessment- Focus on all Year 7, 8 and 9 knowledge.
	How does this pave the way for future study?	<ul style="list-style-type: none"> Students start to develop an understanding of different theatre practitioners. Students develop performances in different theatrical styles. Students continue to develop evaluation and analysis skills when watching a performance. 	<ul style="list-style-type: none"> Students continue to develop their understanding of producing, analysing and evaluating a performance drawing on key knowledge from all years. Students continue to develop evaluation and analysis skills when watching a performance 	<ul style="list-style-type: none"> Students are now able to draw upon a wide variety of knowledge from theatre history to genres and practitioners. This enables them to create deep, meaning full performances with deliberate creative choices and to evaluate the meaning inferred in performances they watch.