

<b>Year Group: 9</b>	<b>Subject: Drama</b>	<b>Term: Spring 2020</b>
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<b>Topic</b>	<b>Key Learning points</b>	<b>Assessments</b>
<b>Unit 3 – Devising project part 1</b>	<p>End point: to create a short devised piece from a stimulus using a range of dramatic techniques</p> <ul style="list-style-type: none"> <li>• Students will create and regularly maintain a portfolio of their ideas for devising in a range of different formats</li> <li>• Students will work collaboratively to create performance work</li> <li>• Students will explore a variety of different stimuli from which to produce dramatic work</li> <li>• Students will begin to explore some of the variety of dramatic practitioners</li> <li>• Students will study the basics of lighting, set, sound, costume and effect design</li> <li>• Students will realise some of their design ideas for performance producing sound and lighting cue sheets, sourcing their own costumes and constructing a set with support from staff.</li> </ul>	Performance of the devised piece
<b>Unit 3 – Devising project part 2</b>	<p>End point: to write a self-evaluation of their performance piece which is detailed and analytical</p> <ul style="list-style-type: none"> <li>• With guidance and support, students will write about their performance covering the strengths and areas for development</li> <li>• Students will use correct and appropriate dramatic terminology throughout</li> <li>• Students will interview each other about being an audience for each other's work and seek detailed feedback which they will reflect upon in their written work</li> <li>• Students will draft and re-draft their work with teacher feedback to ensure their work is detailed, cogent and analytical</li> </ul>	Submit an 800 word self-evaluation of performance work