

Subject Curriculum Overview for Academic Year 2022/2023

Subject: Drama		Subject Leader: Julie Kyle	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>The 39 Steps</p>	<p>End points:</p> <ul style="list-style-type: none"> Students' will be able to refer to the play's genre and style accurately and in detail. For example, they will be able to refer to examples of farce and spoof style comedy Students will perform sections of the play exemplifying the style and genre Students will create lighting, sound, prop, costume and set designs for each section of the play demonstrating knowledge and understanding of the play by referring to appropriate period, materials, colours, textures and form. <p>Knowledge checkpoints:</p> <ul style="list-style-type: none"> Understand the styles of the farce and spoof Understand how the use of lighting, costume, set and sound communicate the themes of comedy which are central to the play. Understand how to interpret a play through the use of vocal and physical expression Understand the motivation of the playwright and company. 		<p>AQA GCSE Drama textbook glossary pages 225-228</p>	<p>Director's log on the play. Multiple choice question paper on key subject knowledge.</p>

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Subject: Drama		Subject Leader: Julie Kyle	Year Group: 9	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>The 39 Steps performance project</p>	<p>End Points:</p> <ul style="list-style-type: none"> • Students will perform sections of the play exemplifying the style and genre • Students will create lighting, sound, prop, costume and set designs for their designated section of the play <p>Knowledge checkpoints:-</p> <ul style="list-style-type: none"> • Understand the styles of the farce and spoof • Understand how to use of lighting, costume, set and sound communicate the themes of comedy which are central to the play • Understand how to use physical and vocal expression to communicate with an audience • Understand the motivation of the playwright and company 		<p>AQA GCSE Drama textbook glossary pages 225-228</p>	<p>Final performance of key scenes.</p>
<p>Devising</p>	<p>End Points:</p> <ul style="list-style-type: none"> • Students will create their own, original piece of theatrical work from a stimulus given by the teacher. They can apply themselves as actors or designers in their groups. They will use elements of other practitioners' work. • Students will demonstrate in their written evaluation understanding of how they have created their drama, reference to the research they have undertaken to develop their work, analysis of their rehearsal process and evaluation of their end product and their contribution to its development <p>Knowledge checkpoints:</p> <ul style="list-style-type: none"> • Students will understand how to create a piece of drama which creates an impact through the use of acting, set, lighting, costume, sound and props • Students will employ range in the delivery of their skill – for example, actors will display vocal and physical range, lighting designers will create at least 3 different lighting states exploring mood, atmosphere and impact on the audience 			<p>Continuous assessment through rehearsals</p>

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Topic	Key Learning Points		Key Vocabulary	Assessments
Devising performance	<p>End Points:</p> <ul style="list-style-type: none"> Students will perform their original piece of drama to an audience using sound, lighting, set and costume Students will evaluate their personal contribution to the devising piece <p>Knowledge checkpoints:</p> <ul style="list-style-type: none"> Students will understand how to create a piece of drama which creates an impact through the use of acting, set, lighting, costume, sound and props Students will employ range in the delivery of their skill – for example, actors will display vocal and physical range, lighting designers will create at least 3 different lighting states exploring mood, atmosphere and impact on the audience 		AQA GCSE Drama textbook glossary pages 225-228	Final performance of devising work. Evaluation of their personal contribution.
Live theatre review	<p>End Points:</p> <ul style="list-style-type: none"> Students will explain how live theatre creates impact on an audience through acting and the production elements Students will understand how to balance analysis and evaluation in their written work Students will understand how the director’s vision leads the work and how it comes alive through the performance and production elements Students will understand how live theatre communicates themes and ideas through performance and production elements <p>Knowledge checkpoints:</p> <ul style="list-style-type: none"> Students will recall key vocabulary used to discuss performance skills Students will review the theatrical canon and timeline of the development of theatre Students will understand they key performance and production elements and how they work together 			Creating a review of piece of live theatre.

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How parents can support learning in the subject this academic year

Encourage your child as much as possible to engage with live theatre. There is also live theatre available online on Amazon Prime, Netflix, Digital Theatre.
Practise with them for the performance exam, running lines and giving feedback.
When you have seen theatre together, encourage your child to discuss their thoughts and responses to the performance using the subject specific vocabulary and knowledge of how theatre is made.
Encourage your child to take part in the extra-curricular opportunities in Performing Arts

Recommended Reading

A Beginner's Guide to Devising Theatre – James Goudkamp, Andrew Dyson, Frederick Wilmot-Smith
National Theatre's All About Theatre
The Voice Exercise Book by Jeanette Nelson
The 39 Steps by John Buchan
Advice from the Players by Laura Barnett

Points to note

Strong attendance is absolutely essential to progress in Drama due to the nature of the course.
Students will perform in front of a visiting examiner.
Students have options beside performance including set, lighting, costume and sound design.