



St Benedict's Catholic School

The Catholic Secondary School for West Suffolk

DRAMA CURRICULUM GUIDE

Year 9 Autumn

At the start of Year 9, students will be introduced to Drama initially through the use of drama games aimed to encourage participation, interaction and building confidence through play. The importance of co-operation and group work will then be introduced with 'The Mission' which will require students to work individually, in pairs/groups and as a whole class to complete a variety of tasks all of which focus on fundamental aspects of the subject. This then leads onto a 'Genre' scheme of work where students will have the opportunity to employ basic dramatic forms and techniques including freeze-frame, tableaux, thought-tracking, role-play and characterisation in a variety of well-known dramatic genres such as horror, action and adventure, romance and science fiction.

There will be an informal teacher assessment at the end of the first half term. After half-term students will then explore the theme of 'Fame' and what this means in today's society with the recent rise in popularity of Reality TV and talent shows. Students will build upon skills and techniques introduced in the previous unit alongside hot seating, conscience alley, cross cutting and slow motion. Various stimuli will be used to ignite interest and creativity including music, newspaper articles, case studies, pictures and statements for debate. Students will be encouraged to express and discuss their individual responses to the theme as well as employing the techniques stipulated to devise thought provoking and meaning driven drama.

Formal assessment will take place at the end of the term including student self and peer assessment. Students are assessed in the following 4 areas: group work; voice and movement; techniques, form and structure; and evaluation.

Year 9 Spring

In the spring term students will explore the importance of tension in performance with 'Darkwood Manor' and 'Stage Combat'. Darkwood Manor focuses on mystery and suspense and using drama skills and techniques to develop storytelling. Students will use physical theatre, lighting, music, vocal sound, form and structure to create dramatic tension and mystery within their work.

Students will then move onto 'Stage Combat' after half term. Safety rules will be introduced and enforced at all times along with the importance of a physical warm-up (cross-curricular links to PE and Dance) - there will be opportunities for students to lead class warm-ups. Throughout this unit students will be taken through key stage combat moves such as slap, punch, hair pull, strangle and arm twists before being asked to put these into a rehearsed scene for assessment at the end of the half term.

Throughout the term students will self and peer assess their work with a formal teacher assessment taking place at the end of the term.

Year 9 Summer

As Year 9 draws to a close, students will explore the medium of 'Radio'. Students will research existing radio stations, understand demographics and the role of the producer, develop their use of vocal sound and the importance of grabbing attention in a short space of time, work within a set time frame and build teamwork, listening and leadership skills to create two rival radio stations. Each station will create a programme including news, current affairs, celebrity gossip, adverts, jingles, competitions and some music. These will be recorded onto a CD for students to keep.

There will be an informal teacher assessment at the end of the first half term.

The final scheme of work for the year will be another scripted unit 'The Terrible Fate of Humpty Dumpty' aimed to consolidate the learning and techniques introduced throughout the year. Students will focus on the use of vocal sound to convey emotion and character as well as the concepts of responsibility and consequence through the play's theme - bullying.

Students' will self and peer assess progress made throughout the year alongside a formal teacher assessment to monitor progress made throughout the year and/or key stage.