

YEAR 9 DRAMA CURRICULUM PROGRESSION OVERVIEW

The year 9 curriculum focuses on two devising units and 4 scripted units. In Y9 students can apply previous knowledge and skills to more challenging contexts. The scripts also provide students an opportunity to explore different performance styles and genres. The aim in Y9 is to keep engagement high, with a curriculum designed specifically to intrigue this age group and inspire excellent work.

	Autumn Term 1 & 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	'Blood Brothers' by Willy Russell.	Discrimination & Protected Characteristics.	'Mugged' by Andrew Payne	Live Theatre Review 'I Love You Mum, I Promise I Won't Die'. By Mark Wheeler.	Theatre Roles/Live Theatre
Crucial Knowledge	Social and cultural Context of Liverpool from 1950s-1970s. Prime Minister Margaret Thatcher to privatisation affecting the working classes. Understanding the playwrights' intentions of highlighting the lack of opportunities given to those born into working class families compared to those born into middle class families. Being able to choose appropriate characterisation choices for characters in the play.	What are the 9 protected characteristics and why do we have them? What does it mean to be discriminated against? What happens when 2 protected characteristics are in contest with each other? Working from a stimulus to create your own improvised work.	Students will explore the script which covers the issues of knife crime, friendships and responsibility. Acting Skills: Facial expressions Body Language Gesture Voice: tone, pitch, projection Levels Proxemics Improvisation Comedy Over-exaggeration Techniques: Freeze Frames Spoken Thoughts Mime	Documentary Theatre Verbatim Live theatre Review Analysis Evaluation Practical exploration of a text: looking at the roles of an actor, director and designer more closely.	Students will explore a wide range of careers and roles available in the performing arts sector. They will then be able to recognise these roles when watching live recording of professional productions and complete tasks around staging, design and acting elements of production Staging: Traverse, proscenium, in the round, traverse, promenade, site specific Lighting Gobo, wash, flood, spotlight, profile, LEDs,



			Split Stage Slow Motion Narration		gels, barn doors, follow spot, Fresnel lanterns Set design Naturalistic, non-naturalistic, minimalistic, treads, scenery, backdrop, stage furniture and props.
Why this learning now?	Willy Russell's Blood Brothers is one of the longest running musicals in history and has been going since 1988 – with good reason! It is a play full of hilarious and tragic moments. The play follows the lives of two brothers from 7 years old right through into their late teens. The play is just right for this year group as scenes take place when characters are 14 and students can relate to what they are going through. Blood Brothers is a 2 Act Musical and as such is a step up from the texts studied so far Y7 and Y8. Students need a grasp on the historical and political background of the country	This topic sparks healthy debate and engages all learners regardless of their future plans to study drama. With close links to PSHE students can put into action their devising and improvisation skills they have crafted over the last 3 years and develop scenes centred about discrimination. They need to be mature enough to understand both side and show empathy towards others. This topic is placed here as students have just covered discrimination/culture and identity in as part of their personal development curriculum in Autumn 2 so they will already have a strong understanding of the protected characteristics as we	In the middle of the year, Y9 are mature enough to handle more challenge themes – with knife crime and gang culture on the rise, this play delves into the issue surrounding it and the impact on this type of crime on a local community. Students will be challenged by exploring a range of emotions, looking at scene on and off script.	For their final piece of work in Y9 we look at one of Mark Wheeler's most heart-breaking verbatim plays 'I Love You Mum'. This play is written from the perspective of his friends who were there on the night, and they tell the audience what happened (verbatim) And, from the perspective of Dan's family and how his death has affected them. Students will watch the live performance of this and can begin to understand what an impact verbatim theatre can have on an audience, whilst also learning to never put	Now students have a secure understanding of acting, this is an opportunity to look at the other roles of theatre makers in the industry. Appreciating the design teams and work backstage that help bring a performance together especially as they ready to embark on their GCSE courses. For students continuing GCSE dram this is knowledge they'll need to secure. For those not, this is an opportunity to experience live theatre they might not have chance to do in their future.



	to understand the play and its crucial message. Acting wise, the play demands a lot, from playing children to depressed adults, it pushes students with their characterisation skills to show the differences in class and emotional state in way which hasn't been asked of them before.	begin to explore the real-life cases of discrimination.		themselves into a position where they may feel peer pressured into taking drugs. Because we review this, students will need all the past knowledge of theatre from acting to lighting to staging and design to allow them to tackle the questions in detail and depth whilst also being mature enough to understand the aim of this performance.	
Assessment Opportunities:	Formative: - Recall starters. - Cold call and targeted questioning throughout the lesson. - Spotlighting or show backs of performances mid-way through lessons to model and evaluate. - Teacher to circulate the room to assess progress and give verbal feedback on how to improve work. - Students to complete a workbook throughout the lessons that have information and tasks built into them to assess their knowledge and understanding at various points.				
	Summative: Autumn 1 – Students to create a montage of all the key events that take place in Act 1. This will be WINS assessed. Autumn 2 – Students will pick which section of the	Summative: Students are to explore a real-life discrimination case and improvise several scenes around it. Exploring characters, emotions, and outcomes. The case for assessment will be based on the 'gay cake' row	Summative Class to perform back a section of the script or an improvised scenes based on the events in the play. WINS assessed.	Summative Live Theatre Review: How does the director engage the audience throughout the performance?	Summative Students to answer a live review theatre question based on the elements we have been studying.



	script that they would like to rehearse and perform with a focus on characterisation and blocking skills WINS assessed.	that ended up in the European Court. WINS assessed			
Learning at Home	Oak Academy lessons to help with revision and further exploration of skills if students are working from home or are absent.				
Key Vocabulary (Etymology words)	Working Class Middle Class	Discrimination	Breaking the 4 th Wall	Verbatim	Proscenium Arch
Spiritual, Moral, Social and Cultural concepts covered	- We look at the importance of peer pressure and staying safe when studying 'I Love You Mum' and the devastating affects taking drugs can have on young people and their families. - The discrimination unit allows us to explore the 9 protected characteristics, bringing in PSHE links.				
Links to careers and the world of work	Promoting the many roles in the theatre: actors, directors, lighting engineers, sound engineers, costume designers, set designers.				

